



Food and Agriculture Organization
of the United Nations

The extension and advisory service systems yardstick (EAS-Y)

A scoring tool to generate evidence
on performance and outcomes

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Foreword

In light of the multifaceted issues facing farmers and rural communities today, such as still widespread food insecurity and hunger, the increasing impacts of climate change, and the ongoing COVID-19 pandemic, the Food and Agriculture Organization of the United Nations (FAO) believes that agricultural innovation plays a key role in helping its Member Nations to meet these challenges. Access by farmers to appropriate extension and advisory services (EAS) is essential to promoting agricultural innovation and is thus a key component of the transformation of agri-food systems towards achieving the Sustainable Development Goals (SDGs). In order to strengthen and improve EAS systems, their performance and outcomes must be systematically assessed, thus generating evidence that supports informed decision making. However, over the past several decades, EAS have changed dramatically, becoming a much more diverse and complex system involving multiple types of actors. Consequently, the way in which their performance is measured must also change to reflect this new diverse reality. To this end, the FAO developed the indicator framework for EAS along with the EAS assessment guide and this EAS-Y scoring tool to systematically assess EAS systems. The EAS-yardstick (EAS-Y), presented in detail in this guidance note, complements the FAO's past and ongoing work in assessing and strengthening EAS systems. This new tool serves multiple purposes: it can be used for monitoring, evaluation and learning (MEL), but also for identifying performance bottlenecks and capacity development needs. Furthermore, it can support joint learning between EAS stakeholders and generate evidence to attract investment. This guidance note and the publicly available EAS-Y questionnaires are designed to provide stakeholders in EAS worldwide with access to an easy-to-use tool to assess and strengthen EAS systems, paving the way for the transformation of agri-food systems and thus a world free of hunger and malnutrition.



Acknowledgements

The extension and advisory service systems yardstick (EAS-Y) scoring tool was developed to provide an easy-to-use tool for the holistic evaluation of the performance and outcomes of EAS systems. This work is a part of the Research and Extension Unit at FAO's work programme to support countries in strengthening such systems. We would like to thank Selvaraju Ramasamy, the head of the Research and Extension Unit, for providing leadership and guidance for the development of this EAS-Y scoring tool.

This tool was developed by Delgermaa Chuluunbaatar of FAO, Christian Grovermann and Johan Blockeel of FiBL and Rasheed V Sulaiman of GFRAS, with significant contributions from Patrice Djamen and Aiden Holley. The EAS-Y scoring tool was developed in an iterative process with the support and contributions from a multi-disciplinary team of experts from around the world. In particular, we would like to acknowledge Maria Auxiliadora Briones, Archangel Munthali, Danilo Saavedra and P. V. K. Sasidhar for their valuable expertise.

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The development of this scoring tool benefitted greatly from its pilot testing and the constructive feedback and improvements that came out of it. We would like to acknowledge the regional experts responsible for pilot testing in six countries (Brazil, Burkina Faso, Costa Rica, Ecuador, Peru and Uganda): Maria Auxiliadora Briones, Hur Ben Correa Da Silva, Francisco Aguirre and Danilo Saavedra of RELASER, Margaret Mangheni of UFAAS and Patrice Djamen of CIRAD.

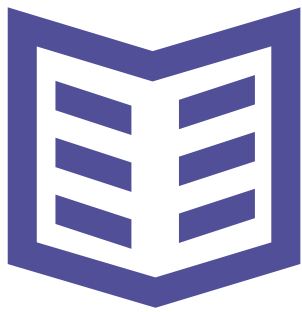
As a result of these pilot tests, the EAS-Y scoring tool questionnaire is now available in four languages including English. Our thanks go once again to contributors Patrice Djamen, Danilo Saavedra and Hur Ben Correa Da Silva for the French, Spanish and Portuguese translations respectively.

Finally, we extend our thanks to Andrew Morris for editing and studio Pietro Bartoleschi for layout.



Abbreviations and acronyms

CIRAD	<i>Centre de coopération internationale en recherche agronomique pour le développement</i> (The French Agricultural Research Centre for International Development)
CRISP	Centre for Research on Innovation and Science Policy
EAS	extension and advisory services
EAS-Y	extension and advisory service systems yardstick (scoring tool)
FAO	The Food and Agriculture Organization of the United Nations
FiBL	<i>Das Forschungsinstitut für biologischen Landbau</i> (The Research Institute of Organic Agriculture)
GFRAS	Global Forum for Rural Advisory Services
ICTs	information and communication technologies
RELASER	<i>Red Latinoamericana de Extensión Rural</i> (Latin American Network of Rural Extension Services)
SDG	Sustainable Development Goal
UFAAS	Uganda Forum for Agricultural Advisory Services




1

Background

An effective extension and advisory services (EAS) system is essential to foster the transition towards more sustainable agricultural and food systems (Cristóvão, Koutsouris and Kügler, 2012). Today, EAS play an important role not only in diffusing technologies, but also linking farmers with other services related to credit, input and output markets, empowering marginalized groups through capacity development and facilitating innovation processes (Blum, Cofini and Sulaiman, 2020). Moreover, the increasingly pluralistic nature of the EAS system (Davis, Babu and Ragasa, 2020) – in which advisory services are provided by different actors and funded from different sources – must be recognized. With the broadened scope of EAS and the system's increasing complexity, the quantitative indicators used in the past (for example, related to investment, staffing, and productivity) to assess its performance are no longer adequate indicators of whether the system is well-functioning. A holistic assessment accounting for key functional characteristics and elements of today's EAS systems is therefore required.

The effectiveness of the EAS system can be substantially enhanced if it engages in systematic self-assessment of its performance and outcomes. With this in mind, FAO jointly with the Research Institute for Organic Agriculture (FiBL), the Centre for Research on Innovation and Science Policy (CRISP), and a group of selected experts developed the EAS-Y scoring tool to measure the performance of EAS systems as well as their immediate, intermediate and long-term outcomes. The tool builds on a scorecard approach that is employed in capacity assessments (GEF, 2010; FAO 2014; Grovermann *et al.*, 2017). An iterative process of tool development, expert feedback, and field testing was followed to enhance accuracy and relevance. An interdisciplinary group of experts from different regions was consulted on three occasions to provide feedback on the tool's structure and content. An advanced draft version was tested during comprehensive pilots in Africa (Burkina Faso and Uganda) and the lessons learned from the process were incorporated into the final version of the scoring tool. This version was then further tested through an



initial round of EAS scoring in four Latin American countries (Brazil, Costa Rica, Ecuador, Peru), all Members of RELASER (*Red Latinoamericana de Servicios de Extensión Rural*). These assessments confirmed the applicability and relevance of the tool.

The tool is designed to complement and contribute to FAO's more encompassing EAS assessment guide¹ and indicator framework (Sulaiman *et al.*, 2022), providing a straightforward method to assess more qualitative aspects of EAS system performance and thus fill the knowledge gap left by the use of more quantitative indicators. It offers insights into how well the enabling environment is suited to foster the potential of the EAS system to accomplish its goals. It assesses the performance of the system in terms of its functional scope, degree of inclusiveness, quality of services, and the use of information and communication technologies (ICT), while also factoring in the presence and effectiveness of coordination mechanisms, participatory processes and learning opportunities. Additionally, a separate module targeting EAS clients is designed to evaluate the extent to which expected outcomes within the economic, social and environmental domain have been achieved. The application of this tool is important not only for monitoring purposes, but also for identifying performance bottlenecks and capacity development needs of EAS providers. It can support learning among EAS actors, help better target investments and facilitate the development of effective policy interventions.

¹ FAO's *Comprehensive assessment of national extension and advisory service systems: An operational guide* provides a multi-dimensional systemic approach to characterizing the status of national EAS, including the enabling environment, diversity of actors, functions and themes, their capacities, as well as the key challenges and opportunities. This guide moves beyond traditional ways of assessing a system based on existing stakeholders, focusing rather on the diverse functions needed to address policy goals. Rather than the traditional approach to extension based on transfer of information and technology, it adopts an agricultural innovation system (AIS) perspective.


2

Structure and approach

The scoring tool is organized into two modules: **Module A** aims to assess EAS systems against a comprehensive list of performance aspects (see Table 1). **Module B** focuses on the immediate, intermediate, and long-term outcomes of the EAS system among its clients. The target groups of the two modules differ given their distinct objectives.

TABLE 1. Scoring tool structure: overview of metrics for Modules A and B


	Topic	Metric
Module A: EAS performance	Enabling environment	A.1.1 – Legal framework
		A.1.2 – Funding
		A.1.3 – Infrastructure
		A.1.4 – Monitoring, evaluation and learning
	Scope and provision	A.2.1 – Key functions
		A.2.2 – Inclusiveness
		A.2.3 – Quality of services
		A.2.4 – Digitalization
	Coordination, collaboration and learning	A.3.1 – Coordination
		A.3.2 – Collaboration
		A.3.3 – Joint learning and reflection
Module B: EAS outcomes	Skills acquisition – Immediate outcomes	B.1.1 – Technical knowledge
		B.1.2 – Entrepreneurial skills
		B.1.3 – Social skills
	Behavioural changes – Intermediate outcomes	B.2.1 – Adoption of innovations
		B.2.2 – Improved access to services
		B.2.3 – Social empowerment
	Livelihoods transformation – Long-term outcomes	B.3.1 – Economic resilience
		B.3.2 – Social well-being
		B.3.3 – Environmental integrity



Module A relies on the expertise of a representative group of EAS stakeholders (for example, extension providers working on the ground and at managerial levels, researchers in the field of EAS, policy makers, representatives of farmer organizations engaged in EAS provision, and so on). Designed to assess EAS outcomes (for example, changes in awareness, behaviour, or well-being among clients, such as farmers or producer organizations), Module B relies on information captured directly from producers or other value chain actors.

The selection of respondents needs to be guided by a **sampling strategy**:

- 1. For Module A, a purposive sampling approach is suggested.** The rationale of this approach is to produce a sample that can be logically assumed to be representative of the population (EAS system actors). Starting with a map of the EAS system, the assessment team can compile a list of relevant actors to be considered within the national EAS system. Key criteria for selecting institutions include involvement in public or private extension and advisory activities, policy-making, and capacity development. In the next step, individual respondents need to be selected from the chosen actors to represent their organizations and networks suitably. The respondents should be knowledgeable both about their organization or network and the national EAS system as a whole. In some cases, individuals may be selected for Module A who are not affiliated with major EAS organizations or networks, such as independent consultants. A few such individuals may be selected as long as they meet the criteria concerning their level of knowledge of the EAS system. Examples of criteria for selecting key informants from the EAS organizations include: position in the organization/network, practical experience, knowledge of the enabling environment, and conceptual understanding of EAS approaches. Ultimately, the final sample of individual respondents needs to be screened before the assessment to ensure that a diverse range of views and interests are covered to support the relevance and validity of the results.
- 2. For Module B, options are to follow a purposive sampling or a probability sampling approach.** In the case of purposive sampling, similar to Module A, relevant institutions and groups must be selected by the assessment team. These are primarily producer organizations, other farmer networks and independent farmers, but can also include post-harvest enterprises and other clients of EAS providers. Then key informants are drawn from these institutions, following similar criteria as in the second step described for Module A. An alternative strategy for Module B is to implement a probability sampling strategy and aim for individual farmer responses. As assessing the national level would be challenging in this scenario, one or more case study regions where EAS interventions are implemented must be selected. Once the case study region(s) is/are defined, a cluster random sample can be considered. Here, a sample of villages is



randomly selected from the entirety of villages in the region. The sample size (number of villages in the sample) might be determined through power calculations or expert opinion (e.g. 1/5 of all villages). In each village, a certain number of farm households (e.g. 5-20, depending on the size of the village) are then randomly selected. While ensuring a statistically representative sample, data collection based on probability sampling will likely require more resources than a purposive sampling approach, which can generate a logically representative sample (on the principle of maximum variety). For practical or financial reasons, a simpler variation of sampling for farm-level data collection is also possible (for example, snowball sampling).

The scorings can be obtained through **different data collection methods**:

1. The recommended data collection method for both modules is to organize the scoring exercise as a **facilitated self-assessment**, either as a part of one or several physical workshop(s) or, if physical facilitation is not possible, the assessment may be conducted online. Many of the concepts covered by the questions are of a more abstract nature and require explanations and examples. A prerequisite for the successful implementation of the scoring questionnaires is therefore that participants can understand the context and questions. It is suggested that a knowledgeable facilitator sets the scene (by providing examples of key EAS challenges) and guides the participants through the rating of the different items within the scoring questionnaire (embedding the question in the national context). This method can help to ensure a common understanding of the questions and thus maximize the accuracy and validity of responses.
2. The questionnaires can also be administered as a straightforward **face-to-face or an online survey** (although in person facilitation may be preferable – see also Box 1), with an introductory note to provide contextual information. If Module B involves probability sampling, a farm-level survey might be advisable instead of self-assessment workshops.

For all data collection purposes, facilitated self-assessment or survey, *two computer or tablet-based scoring questionnaires* have been designed using the KoboToolbox (for Modules A and B). As shown in Table 1, each questionnaire is subdivided into topics and metrics. In the Module A questionnaire, respondents are expected to provide individual scores for each of the questions considering **the performance of the entire EAS system** rather than just the performance of an individual EAS actor. Obtaining individual responses rather than data from group discussions reduces bias and should therefore be the preferred option. In the **Module B questionnaire**, clients **score questions in relation to how they individually perceive the effects of EAS activities**. If tablets are unavailable for data collection during a workshop or survey, printed copies of the questionnaires can also be used, with data entry into Kobo carried out at a later stage by the assessment team (see Annex 1 for full questionnaires for both modules in English).

The following links can be used to access the online Kobo questionnaires for both modules for the implementation of the scoring tool:

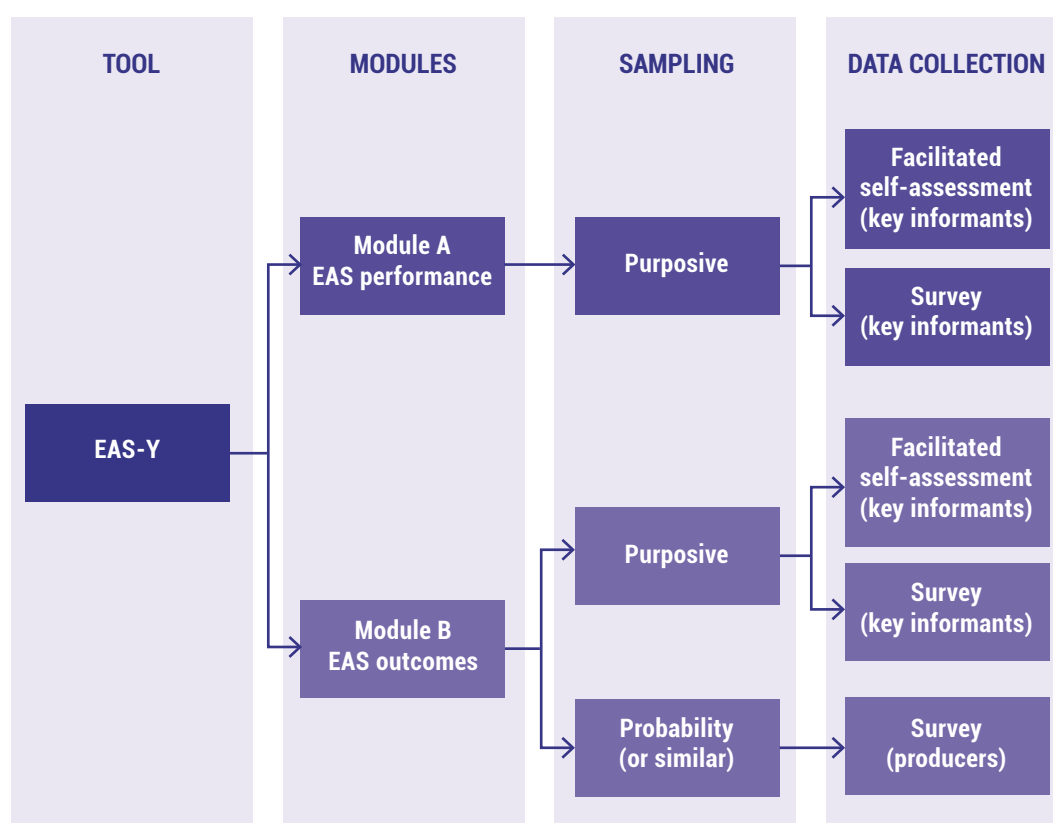
→ Module A: <https://ee.kobotoolbox.org/preview/2zgehaAB>

→ Module B: <https://ee.kobotoolbox.org/preview/ceOlgAKG>

The questionnaire is available in four different languages: English, French, Portuguese, and Spanish. The desired language option can be selected in the upper right side of the survey.

To summarize the different steps outlined in this section and provide some basic decision support for organizing the assessment, the following chart (Figure 1) can be used.

FIGURE 1. Steps in the application of the EAS-Y scoring tool



3

Practical guidance

This section provides general practical guidance on how to implement the scoring tool in the context of a facilitated self-assessment.

A. Preparation

Thorough preparation of the self-assessment workshop(s) by the assessment team involves:

- Getting to know the issues specific to the national EAS system under evaluation. This is necessary to fine-tune questions in the questionnaire (for example by preparing relevant examples within the local/national context) and ensuring meaningful translation, if necessary.
- Familiarization with the questionnaire and its implementation in Kobo. At the assessment team's discretion, additional open questions might be added to capture additional qualitative aspects related to the rating of a specific question.
- Recruiting a sufficiently large team of local facilitators who are closely involved in the preparation and become familiar with the tool. (The number of facilitators needs to correspond to the number of respondents and self-assessment groups [*approx. one facilitator per group of five participants*]). If Module B involves probability sampling and a farm-level survey, then additional enumerators are required to collect data from a larger sample of individuals.
- Selecting respondents for Modules A and B should follow the sampling approach outlined in the previous section. Especially for Module A, the quality of the assessment is highly dependent on the individual expertise of the respondents. The selection of respondents who have relevant experience with EAS is therefore vital.

**BOX 1****Key lessons learned from the pilot testing of the EAS-Y scoring tool**

In order to provide initial insights into its practical application, this scoring tool was piloted in six countries (Brazil, Burkina Faso, Costa Rica, Ecuador, Peru and Uganda) in 2020 and 2021. Some key lessons learned regarding the practical application of the tool are shared here for the benefit of potential facilitators:

→ **Awareness of and sensitivity to participants' level of education and literacy are necessary to make appropriate adaptations to survey implementation, to enable participants from diverse educational backgrounds to fully participate.**

Facilitators of the EAS-Y scoring tool in Uganda emphasized the importance of making the survey accessible and understandable to participants with little education and those who are illiterate or semi-literate. Translating questions into the local language, coupled with locally relevant examples to illustrate the questions and the use of visual scoring cards to facilitate scoring are recommended. The issue of literacy becomes a more prominent barrier when surveys are intended to be filled out online by individual participants (for example because of restrictions to physical meetings due to the COVID-19 pandemic), as was noted by facilitators of the scoring tool in Brazil.

→ **Facilitate workshops and/or surveys with participants in person, when possible.**

Due to the COVID-19 pandemic, the ability to conduct in-person workshops and/or surveys with participants was highly restricted in the Latin American countries where the scoring tool was pilot-tested. Although it was noted that phone or online (remote) methods of data collection are relatively cost-effective compared with in-person facilitation, facilitators across Latin America noted some disadvantages to remote, ICT-enabled methods of data collection. For example, in Peru, where both physical and remote online methods were used for data collection, the facilitators noted that Module A participants allocated less time and attention to the survey when conducted virtually than in physical workshops. For Module B participants, it was noted that conducting surveys in person led to more precise and relevant participation and discussion by participants than on the phone or online.

→ **Ensure that facilitators of the scoring tool are unbiased and able to take a neutral role in relation to participants.**

In the case of both Brazil and Uganda, extension agents were involved in applying the scoring tool in different capacities. In Brazil, extensionists were responsible for selecting respondents for Module B. Although respondents filled out surveys on their own (due to COVID-19 restrictions, mostly online), there is potential for bias due to the extensionists' possible selection of farmers with whom they have good relationships and who would thus tend to rate EAS more positively. In one case in Uganda, an extension agent facilitated a workshop with Module B respondents, in which the agent, according to another facilitator, "attempted to influence responses." In some cases, extension personnel may be involved in the process of conducting Module B without generating bias. However, measures should be taken to limit their direct involvement with respondents known to facilitators, and to ensure their neutrality in general.

B. Facilitated self-assessment workshop

The scoring exercise can either be a stand-alone workshop event or integrated into a larger workshop on EAS assessment. The scoring requires the following steps:


- Introduce the respondents to the exercise (aims, programme, duration, next steps, etc.).
- Form groups of three to five respondents with support from one facilitator and remind all respondents to carry out the scoring individually and rate the EAS system as a whole.
- Facilitate, metric by metric, the rating of the individual questions by setting the context, providing relevant contextual examples, and clarifying any arising questions.

C. Data analysis and visualization

Once the workshop is finalized, the data collected from all participants can be transferred from Kobo to pre-configured spreadsheets, which can quickly generate summary statistics and basic graphs (Excel workbooks “EASY_Analysis_A” and “EASY_Analysis_B”).² Kobo data export generates a data sheet for each module, which can be copied and pasted into the sheets labelled “DataEntry_A” and “DataEntry_B” in each respective Excel workbook.

In the Excel workbook sheets labelled “DataProcessing_A” and “DataProcessing_B,” all scoring data are displayed for each respondent by metric and question: for aggregation, scores are averaged over the questions and respondents. Analysis is best done at the level of metrics, but more in-depth analysis for different questions can also provide useful additional insights. The dataset needs to be as complete as possible in order to interpret the results meaningfully, ‘No opinion’ and ‘Don’t know’ answers need to be recorded and analysed as a means of gauging the validity of the results obtained for each metric. Quality assurance is required to minimize data entry errors. This includes controlling for incomplete questionnaires, for duplicates (for example the same respondent submitting more than once) and consistency among ratings and justifications. In interpreting the results, not only average values, but also the spread of data (standard deviation) are of interest. The scores for each metric need to be interpreted with care. Rather than using the values in absolute terms and taking them as exact performance or outcome levels, the relative differences between metrics reveal weaknesses and strengths. Distinct cases can also be compared along these lines, while the criteria for what constitutes weak or strong performance need to be determined on a case-by-case basis.

² If interested in receiving pre-configured Excel workbooks for the application of the EAS-Y scoring tool, please contact FAO’s Research and Extension Unit.



The sheets “PerformanceProfile_A” and “PerformanceProfile_B” in the respective Excel workbooks provide sunray plots to visualize scores by metric, as shown in Figure 2. This can help to identify strengths and weaknesses as well as gaps. These profiles are automatically generated when transferring the data from Kobo to the spreadsheet. Some further graphs that support analysis of the data are available in the sheets “Analysis Module A” and “Analysis Module B”. With a few simple steps it is also possible to create stacked bar charts that indicate the shares of positive and negative responses for each metric. Figure 3 provides an example of how this could look for both modules.³ Together with the performance and outcome profiles, these deliver the core components of an EAS dashboard. For more in-depth analysis, a colour signature is provided for all questions and metrics in the data sheets. This enables a better understanding of how individual questions across respondents have influenced the aggregate results by metric. Finally, scoring information can be complemented by a narrative for each metric, informed by respondents’ comments within the Kobo questionnaire.

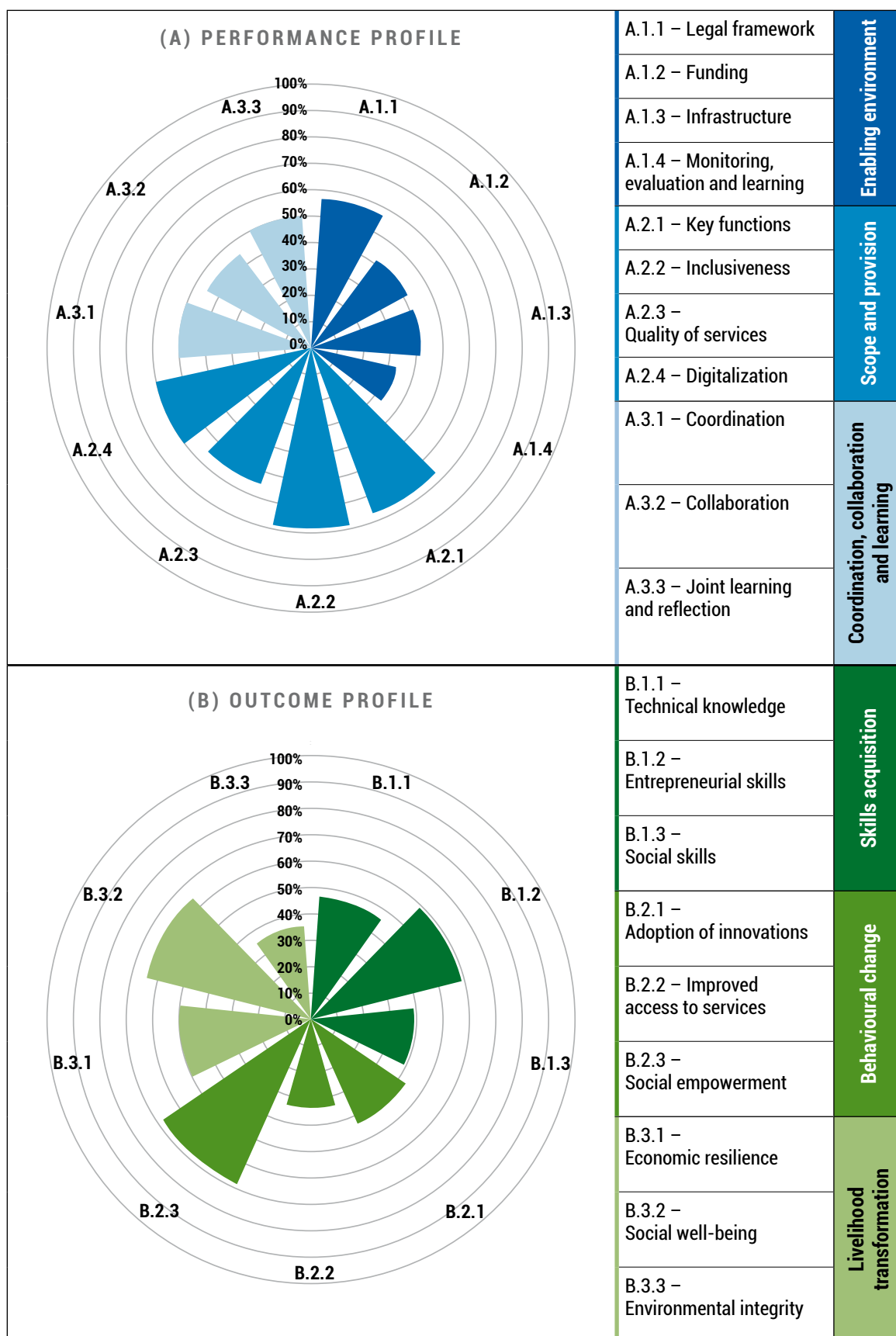
D. Feedback and discussion of needs and actions

To fully exploit the potential of the tool, results (especially for Module A) should be shared and reflected with participants and relevant actors involved in decision-making processes, ideally within the first week after the assessment.

- It is important to provide quick feedback to the concerned group on the findings in order to validate them and jointly discuss the implications.
- Additional forward-looking questions related to the performance-scoring questionnaire can be asked in focus group settings for action planning.
- For the identified EAS gaps actions, milestones and responsibilities can be jointly defined during the follow-up process.

³ A step-by-step guide for creating the graphs can be provided upon request by any potential facilitator, in this case also please contact the Research and Extension Unit.

FIGURE 2. Examples of performance and outcome profile



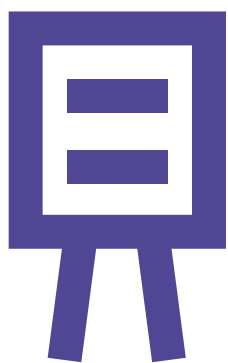


4

Key considerations

The EAS-Y scoring tool offers a straightforward and flexible assessment approach. Nevertheless, several considerations are required for its successful implementation, as participants are sometimes required to understand abstract questions and attribute numeric values to qualitative properties. The operational and methodological considerations include the following:

- Good facilitation is essential to ensure understanding among participants and to be able to collect data through self-assessment.
- Facilitators need to understand the approach and be able to use examples. Involving the same facilitators in both pre- and post-intervention assessments can avoid variation in approach.
- Preparation (training, translation of questionnaire, planning, etc.) requires sufficient time and resources before starting the actual assessment.
- Assessment results must be shared with stakeholders promptly for their validation and need to be provided in an easily understandable and engaging format.
- The data depend on the perception and understanding of respondents. Facilitators need to explain each question and provide examples to ensure a common understanding.
- For Module B, adequate sampling strategies must be implemented to ensure the target population's representation (EAS clients).



5

Conclusions

The EAS-Y scoring tool meets the long-standing demand for a mixed qualitative-quantitative tool to assess both the performance and outcomes of EAS. Its comprehensive scope provides a good understanding of the current performance of the multi-faceted EAS system and how it contributes to skills development, behavioural changes, and livelihoods among its clients. Policy makers, extension managers, and researchers will find this tool useful to identify performance gaps that need to be addressed. Donors and regional networks of EAS could use it for cross-country analysis, to promote country-level learning, or to monitor performance over time. Moreover, its user-friendliness at the data collection and the analysis stages and the overall cost-effectiveness of the approach make the tool an appealing assessment solution. However, its potential to provide meaningful results depends on how well the data collection process is organized and facilitated. This guidance note therefore offers a step-by-step guide to the process of using the scoring tool and thus serves as a resource while implementing an assessment. Finally, the results generated through the tool (in multiple locations and over different periods) should help address the evidence gap for EAS performance and outcomes, which has adversely affected EAS's political and financial support. Ultimately, the EAS-Y scoring tool's application, through strengthening EAS systems, can enable EAS to better contribute to achieving the Sustainable Development Goals (SDGs).



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Annex 1

EAS-Y questionnaires

Module A: Extension and advisory services (EAS) performance - scoring questionnaire

PARTICIPANTS GENERAL INFORMATION

BACKGROUND (to be filled in by personnel administering the questionnaire)

General information related to the assessment e.g. country, region, etc., agenda for the day

PARTICIPANT INFORMATION (to be filled in by participant directly)

To start, we would like to ask for some general information about you

A1	What is your full name?		
A2	Sex of respondent	<input type="checkbox"/> Male <input type="checkbox"/> Female	
A3	What is your age?	<input type="checkbox"/> Less than 25 years (1) <input type="checkbox"/> 25 to 39 years (2)	<input type="checkbox"/> 40 to 55 years (3) <input type="checkbox"/> Above 55 years (4)
A4	What is your highest education level?	<input type="checkbox"/> Primary school (1) <input type="checkbox"/> Lower-secondary (2) <input type="checkbox"/> Upper-secondary (3) <input type="checkbox"/> Diploma (vocational training) (4)	<input type="checkbox"/> Bachelor's degree (5) <input type="checkbox"/> Master's degree (6) <input type="checkbox"/> Doctoral (7)
A5	How many years of experience in the topic of extension and advisory services do you have?	<input type="checkbox"/> Less than 3 years (1) <input type="checkbox"/> From 3 to 6 years (2)	<input type="checkbox"/> From 7 to 10 years (3) <input type="checkbox"/> Above 10 years (4)
A6	To which of the following stakeholder groups do you belong?	<input type="checkbox"/> Public advisory services (1) <input type="checkbox"/> Private advisory services (2) <input type="checkbox"/> Local/Int. NGO (3) <input type="checkbox"/> Civil Society (4)	<input type="checkbox"/> Government official (5) <input type="checkbox"/> Research institution (6) <input type="checkbox"/> EAS client (7) <input type="checkbox"/> Other (8)
A7	For which institution(s) do you work?		

TOPIC A.1: ENABLING ENVIRONMENT

Metric A.1.1 – LEGAL FRAMEWORK

ID	Questions					
1.1.1	Do policies exist that address agricultural extension?	①	②	③	④	○
		No policies exist that address agricultural extension	Policies address agricultural extension to a little extent	Policies address agricultural extension to a good extent	Agricultural extension well addressed by current policies	Dk/No
Note: These policies might relate to the i) mandate and goals of agricultural extension, ii) the responsible agencies and personnel, iii) the clientele to be served, iv) the broad programmatic areas to be addressed, and v) other relevant guidelines. To be specified: e.g. which policies do/do not exist at the national level						
1.1.2	Are the policies in place addressing the key challenges faced by the EAS?	①	②	③	④	○
		No challenges addressed	Few challenges addressed	Many challenges addressed	Most challenges addressed	Dk/No
Note: Common challenges include the lack of agreement on the functions of extension, the clientele to be served, how extension will be financed, frequent changes in organizational structure and programme priorities, rapid turnover of the extension staff, and the proliferation and lack of coordination between different organizations/actors that undertake extension work. To be specified: e.g. which challenges are/are not addressed by existing policies						
1.1.3	Are existing agricultural extension policies effectively implemented?	①	②	③	④	○
		Not at all	To a low extent	To a good extent	To a very good extent	Dk/No
Note: e.g. operational guidelines are in place and functional, funding is allocated and activities implemented, human resources available, bodies/mechanisms envisioned and operational like M&E, mechanisms of coordination operational, resource mobilization processes on going, etc. To be specified: e.g. which policies are/are not implemented?						
1.1.4	Are all relevant stakeholder groups involved in the formulation of agricultural extension policies?	①	②	③	④	○
		No relevant stakeholder groups involved	Few relevant stakeholder groups involved	Many relevant stakeholder groups involved	Most relevant stakeholder groups involved	Dk/No
Note: e.g. service providers, representatives of producer organizations, farmers, civil society, researchers, academia, private service providers, etc. To be specified: e.g. which stakeholder groups are/are not involved?						

TOPIC A.1: ENABLING ENVIRONMENT

Metric A.1.2 – FUNDING

ID	Questions					
1.2.1	Do EAS funding mechanisms guarantee stable availability of finances over the long-term?	①	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent	Dk/No
Note: e.g. the system is independent from donor funding, regular budget allocations by the central government, private sector contribution, co-funding by beneficiaries, etc. To be specified: e.g. which arrangements are in place for the various EAS actors to access funds?						
1.2.2	Does public funding guarantee sufficient funds to all EAS actors to accomplish their mandate?	①	①	②	③	○
		No public funds available	Insufficient public funds available for all actors	Sufficient public funds available for few actors	Sufficient public funds available for most actors	Dk/No
To be specified: e.g. which amount of funds is made available to which actors?						
1.2.3	Are co-funding schemes among public and private actors in place?	①	①	②	③	○
		No co-funding schemes in place	Few co-funding schemes in place	More co-funding schemes in place	Co-funding schemes are widespread	Dk/No
To be specified: e.g. among which actors are co-funding schemes in place?						
1.2.4	Are users contributing to the financing of advisory services?	①	①	②	③	○
		Not contributing	Rarely contributing	Sometimes contributing	Very often contributing	Dk/No
Note: Financial participation by the users can occur through i) direct payment for services by the users; ii) indirect payment through membership fees; iii) indirect through production levies, taxes, etc. iv) public funds channelled through the users or their organizations to pay for services; or v) service provision by producer-owned organizations. To be specified: e.g. in which way?						

TOPIC A.1: ENABLING ENVIRONMENT

Metric A.1.3 – INFRASTRUCTURE

ID	Questions					
1.3.1	Are the required human resources for the successful operation of pluralistic EAS available?	①	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent	Dk/No
Note: e.g. qualified personnel, vocational training, etc. To be specified: Are there differences between private and public EAS providers?						
1.3.2	Is the required physical infrastructure in place for the successful operation of EAS?	①	①	②	③	○
		Physical infrastructure is poor in most areas	Physical infrastructure is poor in some areas	Physical infrastructure is developed	Physical infrastructure is well developed in most areas	Dk/No
Note: Physical infrastructure includes e.g. good road networks (especially in rural areas), electricity, connectivity (radio, TV, telephone, internet) etc. To be specified: e.g. which type of physical infrastructure is not well developed						
1.3.3	Do EAS actors have access to new knowledge, approaches and ideas?	①	①	②	③	○
		Very hard to access	Hard to access	Somewhat easy to access	Easy to access	Dk/No
Note: e.g. research institutions regularly generate and share relevant knowledge, online knowledge sharing platforms are in place, newspapers, inter-organizational sharing of information, etc. To be specified: In which way?						
1.3.4	Do EAS service providers have the means to reach their clients?	①	①	②	③	○
		No EAS providers have adequate means	Few EAS providers have adequate means	Many EAS providers have adequate means	Most EAS providers have adequate means	Dk/No
Note: e.g. advisory agents are given appropriate means of travel e.g. motorcycles, appropriate IT solutions, etc. To be specified: e.g. which means do EAS providers have/don't have?						

TOPIC A.1: ENABLING ENVIRONMENT

Metric A.1.4 – MONITORING, EVALUATION & LEARNING

ID	Questions					
1.4.1	Do monitoring, evaluation and learning (MEL) processes for the EAS system exist?	①	①	②	③	○
		Not at all	Informal processes exist	Few formal processes exist	A well-defined set of formal processes exists	Dk/No
Note: e.g. framework for data collection, processing, analysis, sharing, used by all EAS actors To be specified: Who operates the MEL system?						
1.4.2	Is the MEL framework effectively implemented?	①	①	②	③	○
		No data is collected	Data is collected and partly analyzed	Data is collected and analyzed	Data is collected, analyzed & shared among relevant actors	Dk/No
Note: e.g. data is collected, processed, analyzed, shared and utilized To be specified: Which elements of the MEL are/are not not effectively implemented?						
1.4.3	Are MEL results used by the EAS actors to improve decision-making?	①	①	②	③	○
		Not at all	Rarely	Often	Very often	Dk/No
Note: Decision making with regard to e.g. future activities, budget allocation.						



TOPIC A.2: SCOPE & PROVISION

Metric A.2.1 – KEY FUNCTIONS

ID	Questions					
2.1.1	Do EAS providers link users with other relevant services?	①	①	②	③	○
		Not at all – no linkages to other services are provided	Rarely – linkages provided to few other services	Often – linkages provided to many other services	Very often – linkages provided to most other services	Dk/No
Note: For e.g. credit, weather information, insurance, input and output markets To be specified: e.g. to which other services are/are not users linked?						
2.1.2	Do EAS providers play a role in the empowerment of marginalized groups?	①	①	②	③	○
		No EAS providers empower marginalized groups	Few EAS providers empower marginalized groups	Many EAS providers empower marginalized groups	Most EAS providers empower marginalized groups	Dk/No
Note: Marginalized groups e.g., the landless, disabled. Empowerment can occur e.g. through capacity development activities in rural communities, linkages to services and subsidy programs. To be specified: Which marginalized groups are empowered by EAS providers? In which way(s)?						
2.1.3	Do EAS providers promote Sustainable Natural Resource Management (SNRM)?	①	①	②	③	○
		SNRM not promoted	SNRM little promoted	SNRM promoted	SNRM largely promoted	Dk/No
Note: e.g. by promoting agroecological practices, watershed management, tree planting, soil and water conservation, integrated water resources management, crop rotation, mulching, agroforestry, etc. To be specified: Which sustainable natural resource management strategies and/or practices are being promoted?						
2.1.4	Do EAS providers support the formation or strengthening of producer-based organizations and other rural institutions?	①	①	②	③	○
		Not at all – no EAS providers provide support	Rarely – few EAS providers provide support	Often – many EAS providers provide support	Very often – most EAS providers provide support	Dk/No
Note: e.g. through capacity building activities, consultancies, etc. To be specified: Which EAS actors provide support? In which way?						

TOPIC A.2: SCOPE & PROVISION

Metric A.2.2 – INCLUSIVENESS

ID	Questions					
2.2.1	Are extension services addressing the needs of different clients?	①	②	③	④	○
		Needs diversity is not addressed	Needs diversity somewhat addressed	Needs diversity well addressed	Needs diversity very well addressed	Dk/No
	<p>Note: Assess whether only the needs of the main production systems are covered or if the diversity of needs of different types of producers are addressed (e.g. vegetables, livestock, organic production, small-scale, large-scale, etc.). In addition, also assess whether the needs of processors, traders, transporters are also considered.</p> <p>To be specified: Which needs are not covered by EAS providers?</p>					
2.2.2	Are extension services responding to the needs and demands of resource poor and vulnerable farmers?	①	②	③	④	○
		Not at all	Rarely	Often	Very often	Dk/No
	<p>Note: e.g. by adapting service fees to the capacity to pay of users, by adopting innovative financing methods.</p> <p>To be specified: Which needs of resource poor and vulnerable farmers are not covered by EAS providers?</p>					
2.2.3	Are extension services responding to the needs and demands of women?	①	②	③	④	○
		Not at all	Rarely	Often	Very often	Dk/No
	<p>Note: e.g. by accounting for specific constraints faced by women such as low literacy, limitations on mobility, childcare needs, lack of time due to domestic and other activities.</p> <p>To be specified: Which needs are not covered by EAS providers?</p>					
2.2.4	Are extension services responding to the needs and demands of youth?	①	②	③	④	○
		Not at all	Rarely	Often	Very often	Dk/No
	<p>Note: e.g. by accounting for specific constraints and opportunities of male and female youth such as limitations on mobility, e.g. by offering specific trainings on access to land and/or credit, business incubation, etc.</p> <p>To be specified: Which youth-specific needs are/are not covered by EAS providers?</p>					

TOPIC A.2: SCOPE & PROVISION

Metric A.2.3 – QUALITY OF SERVICES

ID	Questions					
2.3.1	Are assessments of advisory agents training needs regularly carried out?	①	①	②	③	○
		Not at all	Rarely	Often	Very often	Dk/No
To be specified: Are differences between public and private EAS providers observed?						
2.3.2	Do advisory agents have the required technical skills and capacities?	①	①	②	③	○
		Very poor skills and capacities	Poor skills and capacities	Good skills and capacities	Excellent skills and capacities	Dk/No
Note: Technical knowledge on plant and animal production: soil, plant breeding, etc. To be specified: e.g. which technical skills are missing?						
2.3.3	Do advisory agents have the required soft skills and capacities?	①	①	②	③	○
		Very poor skills and capacities	Poor skills and capacities	Good skills and capacities	Excellent skills and capacities	Dk/No
Note: Soft skills include communication, negotiation, conflict resolution, problem solving and self-confidence, etc. To be specified: e.g. which soft skills are missing?						
2.3.4	Are measures in place to incentivize advisory agents to deliver high quality services?	①	①	②	③	○
		Not at all – no EAS providers	Rarely – few EAS providers	Often – many EAS providers	Very often – most EAS providers	Dk/No
Note: e.g., monetary and non-monetary rewards such as promotion, recognition, awards, etc. To be specified: e.g. which measures are in place?						
2.3.5	Are advisory services provided in a timely manner?	①	①	②	③	○
		Not at all	Rarely	Often	Very often	Dk/No
Note: e.g. addressing requests efficiently within a short time period, considering the production cycles, emergency response to pest infestation, pandemics, etc. To be specified: Are differences between public and private EAS providers observed?						
2.3.6	Is the provision of services able to withstand external shocks?	①	①	②	③	○
		Not at all	Rarely	Often	Very often	Dk/No
Note: e.g. pandemic, extreme weather, social unrest, or political disruptions						

TOPIC A.2: SCOPE & PROVISION

Metric A.2.4 – DIGITALIZATION

ID	Questions					
2.4.1	Are ICT tools used to increase access to information, knowledge, technologies and other innovations?	①	②	③	④	⑤
		Not used	Rarely used	Often used	Very often used	Dk/No
<p>Note: ICT tools include SMS, radio, television, smartphone apps, etc.</p> <p>To be specified: Which ICT tools are used? By which actors?</p>						
2.4.2	Are ICT tools used to enhance collaboration, learning and partnerships?	①	②	③	④	⑤
		Not used	Rarely used	Often used	Very often used	Dk/No
<p>Note: e.g. through WhatsApp groups, online platforms, e-learning, etc.</p> <p>To be specified: Which ICT tools are used? By which actors?</p>						
2.4.3	Are ICT tools used for EAS monitoring, evaluation and learning (MEL) purposes?	①	②	③	④	⑤
		Not used	Rarely used	Often used	Very often used	Dk/No
<p>Note: e.g. for collecting data, analysis, dissemination, utilization of MEL data, influencing change, etc.</p> <p>To be specified: Which ICT tools are used? By which actors?</p>						
2.4.4	Do EAS actors support digitalization processes among their clients?	①	②	③	④	⑤
		Not at all – supported by no EAS actor	Rarely – supported by very few EAS actors	Often – supported by many EAS actors	Very often – supported by most EAS actors	Dk/No
<p>Note: e.g. by providing capacity development on the use of ICTs, by supporting the uptake of digital solutions e.g. smart farming technologies</p> <p>To be specified: Which digitalization processes are supported? By which actors?</p>						

TOPIC A.3: COORDINATION, COLLABORATION & LEARNING

Metric A.3.1 – COORDINATION					
ID	Questions				
3.1.1	Do mechanisms exist to ensure coordination among EAS actors?	①	②	③	○
		Not at all – among none of the EAS actors	Rarely – among few EAS actors	Often – among most EAS actors	Very often – among all EAS actors
<p>Note: Mechanisms include the existence of a country EAS forum or multi-stakeholder platform(s), coordination boards, hubs, inter-sectoral committees.</p> <p>To be specified: Which coordination mechanisms exist? Which actors are excluded in this mechanism?</p>					
3.1.2	Are the coordination mechanisms in place operational and functioning?	①	②	③	○
		Not at all	Rarely	Often	Very often
<p>Note: e.g. regular meetings, planned joint activities, joint outputs delivered, human resources in place to undertake the coordination, etc.</p>					
3.1.3	Is the funding for coordination mechanisms sustainable?	①	②	③	○
		No funding available	Largely insufficient funding available	Slightly insufficient funding available	Adequate funding is available
<p>To be specified: e.g. how is the coordination mechanism funded?</p>					
3.1.4	Does the composition of the coordination platform / mechanism(s) reflect the diversity of stakeholders?	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent
<p>Note: Representation from state and non-state actors in fisheries, livestock, entomology, crops, production including other nodes of the value chain, academia, research etc.</p> <p>To be specified: e.g. which stakeholders are/are not represented?</p>					

TOPIC A.3: COORDINATION, COLLABORATION & LEARNING

Metric A.3.2 – COLLABORATION

ID	Questions					
3.2.1	Do EAS providers work together in programs and projects?	①	②	③	④	○
		Not at all – no EAS providers	Rarely – few EAS providers	Often – many EAS providers	Very often – most EAS providers	Dk/No
To be specified: Which actor(s) work together under which program(s)?						
3.2.2	Do EAS providers actively collaborate with research and education institutions?	①	②	③	④	○
		Not at all – no EAS providers	Rarely – few EAS providers	Often – many EAS providers	Very often – most EAS providers	Dk/No
Note: e.g. through joint research-extension initiatives, etc. To be specified: Which collaboration initiatives are in place?						
3.2.3	Do EAS providers actively collaborate with other relevant actors?	①	②	③	④	○
		Not at all – no EAS providers	Rarely – few EAS providers	Often – many EAS providers	Very often – most EAS providers	Dk/No
Note: Other relevant actors such as meteorological services, market information systems, financial services and radio stations. To be specified: With which other relevant actors do EAS providers collaborate?						

Metric A.3.3 – JOINT LEARNING & REFLECTION

ID	Questions					
3.3.1	Are arrangements in place to facilitate demand articulation by diverse users?	①	②	③	④	○
		Not at all	Rarely	Often	Very often	Dk/No
Note: e.g., participatory meetings, feedback mechanisms, etc. To be specified: Which arrangements are in place?						
3.3.2	Are arrangements in place facilitate continuous dialogue amongst service providers?	①	②	③	④	○
		Not at all	Rarely	Often	Very often	Dk/No
Note: e.g. shared platforms, meetings, etc. To be specified: Which arrangements are in place among which service providers?						



TOPIC A.3: COORDINATION, COLLABORATION & LEARNING

Metric A.3.3 – JOINT LEARNING & REFLECTION

ID	Questions					
3.3.3	Do EAS providers adjust their activities/services based on exchange and learning?	①	①	②	③	○
		Not at all – no EAS providers	Rarely – few EAS providers	Often – many EAS providers	Very often – most EAS providers	Dk/No
Note: e.g. by applying new advisory methods that have proven their effectiveness						
3.3.4	Are users enabled to influence the contents of the delivered services?	①	①	②	③	○
		Not at all – no users enabled	Rarely – few users enabled	Often – many users enabled	Very often – most users enabled	Dk/No
Note: e.g. co-creation processes are in place and as a result services build on local know-how and take into account local specificities, consultative/participatory approaches put into consideration the views of the beneficiaries						
To be specified: e.g. which users are enabled to influence the contents of the delivered services? In which way?						

Module B: Extension and advisory services (EAS) outcomes - scoring questionnaire

PARTICIPANTS GENERAL INFORMATION

PARTICIPANT INFORMATION			
To start, we would like to ask for some general information about you			
B1	What is your full name?		
B2	Sex of respondent	<input type="checkbox"/> Male <input type="checkbox"/> Female	
B3	What is your age?	<input type="checkbox"/> Less than 25 years (1) <input type="checkbox"/> From 25 to 39 years (2)	<input type="checkbox"/> From 40 to 55 years (3) <input type="checkbox"/> Above 55 years (4)
B4	What is your highest education level?	<input type="checkbox"/> No formal education (1) <input type="checkbox"/> Primary school (2) <input type="checkbox"/> Lower-secondary (3) <input type="checkbox"/> Upper-secondary (4)	<input type="checkbox"/> Diploma (5) <input type="checkbox"/> Bachelor's degree (6) <input type="checkbox"/> Master's degree (7) <input type="checkbox"/> Doctoral (8)
B5	Please specify in which business you operate: For how long have you been in this business?	<input type="checkbox"/> Farming: crops (1) <input type="checkbox"/> Farming: livestock (2) <input type="checkbox"/> Farming: mixed production (3) <input type="checkbox"/> Less than 3 years (1) <input type="checkbox"/> From 3 to 6 years (2)	<input type="checkbox"/> Processing (4) <input type="checkbox"/> Trading (5) <input type="checkbox"/> Others (6): Specify <input type="checkbox"/> From 7 to 10 years (3) <input type="checkbox"/> Above 10 years (4)
B6	Are you member of any farmer association / producer / traders association?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	
	Specify the name of the association:		
B7	Did you receive advisory services in the last one year?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	
B8	From which actors did you receive advisory services? Tick all applicable sources	<input type="checkbox"/> Public advisory services (1) <input type="checkbox"/> Producer organization (2) <input type="checkbox"/> Input dealer (3)	<input type="checkbox"/> Private consultant (4) <input type="checkbox"/> Certification officer (5) <input type="checkbox"/> Informal/farmer (6) <input type="checkbox"/> Other (7): Specify:
	Please specify the name of the main service provider:		

TOPIC B.1: SKILLS ACQUISITION– IMMEDIATE OUTCOMES

Metric B.1.1 – TECHNICAL KNOWLEDGE AND SKILLS					
ID	Questions				
1.1.1	Do you perceive that EAS have contributed to the acquisition of relevant technical knowledge and skills?	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent
<p>Note: e.g. knowledge on crop management, irrigation, mechanization, livestock breeding and health, storage, transport, etc.</p> <p>Justify your rating: Which actor? Which knowledge did you acquire?</p>					
1.1.2	Do you perceive that EAS have contributed to the acquisition of relevant knowledge and skills related to value addition activities?	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent
<p>Note: e.g. knowledge and skills on improved processing techniques to add value.</p> <p>Justify your rating: Which actor? Which knowledge did you acquire?</p>					
1.1.3	Do you perceive that EAS have contributed to the acquisition of relevant digital knowledge and skills?	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent
<p>Note: e.g. using internet to access relevant information, using mobile decision making tools, etc.</p> <p>Justify your rating: Which actor? Which knowledge did you acquire?</p>					

Metric B.1.2 – ENTREPRENEURIAL SKILLS					
ID	Questions				
1.2.1	Do you perceive that EAS have contributed to enhancing your communication and negotiation skills?	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent
<p>Justify your rating: Which actor? Which skills did you acquire?</p>					
1.2.2	Do you perceive that EAS have contributed to enhancing your business skills?	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent
<p>Note: This includes calculating costs, understanding cash flow, predicting income, planning budgets, saving money, managing bank accounts understanding the cost of borrowing money, using loans, etc.</p> <p>Justify your rating: Which actor? Which skills did you acquire?</p>					

TOPIC B.1: SKILLS ACQUISITION– IMMEDIATE OUTCOMES

Metric B.1.2 – ENTREPRENEURIAL SKILLS

ID	Questions					
1.2.3	Do you perceive that EAS have contributed to enhancing your marketing skills?	①	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent	Dk/No
<p>Note: This includes identifying buyers who pay higher prices for bulked goods, improving product quality, switching to more profitable products with high demand and more profitable markets, price negotiation.</p> <p>Justify your rating: Which actor? Which skills did you acquire?</p>						

Metric B.1.3 – SOCIAL SKILLS

ID	Questions					
1.3.1	Do you perceive that EAS have contributed to enhancing your leadership skills?	①	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent	Dk/No
Note: These skills refer to e.g. leading others to collective action. Justify your rating: Which actor? Which skills did you acquire?						
1.3.2	Do you perceive that EAS have contributed to enhancing your conflict resolution skills?	①	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent	Dk/No
Note: Conflicts can occur both at the household and/or community level. Conflict resolution skills refer to the ability to get to the source of the problem and find a workable solution to address conflicts. Justify your rating: Which actor? Which skills did you acquire?						
1.3.3	Do you perceive that EAS have contributed to enhancing your networking skills?	①	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent	Dk/No
Note: Networking skills refer to the ability to maintain old and build new relationships with relevant people/organizations to achieve your objectives Justify your rating: Which actor? Which skills did you acquire?						

TOPIC B.2: BEHAVIORAL CHANGES – INTERMEDIATE OUTCOMES

Metric B.2.1 – ADOPTION OF INNOVATIONS					
ID	Questions				
2.1.1	Do you perceive that EAS have influenced the way you manage your business (crop/livestock/fisheries)?	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent
<p>Note: e.g. use of a new technology, different input procurement strategy, switching to a different variety/breed, integration of a new enterprise, etc.</p> <p>Justify your rating: Which actor? Which changes did you implement?</p>					
2.1.2	Has the knowledge acquired through EAS enabled you to implement value addition activities to increase your profit?	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent
<p>Note: Either alone or in cooperation with other farmers.</p> <p>Justify your rating: Which activities did you implement?</p>					
2.1.3	Have the EAS enabled you to work with digital tools and solutions?	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent
<p>Justify your rating: Which actor? With which tools?</p>					

Metric B.2.2 – IMPROVED ACCESS TO SERVICES					
ID	Questions				
2.2.1	Have the EAS enabled you to link up with downstream value chain actors?	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent
<p>Note: e.g. input suppliers, service providers.</p> <p>Justify your rating: With which actors?</p>					
2.2.2	Have the EAS enabled you to link up with upstream value chain actors?	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent
<p>Note: e.g. buyers, processors, exporters.</p> <p>Justify your rating: With which actors?</p>					

TOPIC B.2: BEHAVIORAL CHANGES – INTERMEDIATE OUTCOMES

Metric B.2.2 – IMPROVED ACCESS TO SERVICES

ID	Questions					
2.2.3	Have the EAS enabled you to link up with other essential services?	①	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent	Dk/No
	Note: e.g. credit services, weather services, health services, logistics, market information services, insurance schemes. Justify your rating: With which services?					

Metric B.2.3 – EMPOWERMENT

ID	Questions					
2.3.1	Do you perceive that EAS have empowered you to take actions towards positive change?	①	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent	Dk/No
Note: e.g. you improved your ability to make autonomous choices e.g. taking risks to invest, and proactively expressing demand and inquiring for appropriate services. Justify your rating: Which changes?						
2.3.2	Do you perceive that EAS have contributed to changing the way decisions are made within the household?	①	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent	Dk/No – not applicable
Note: e.g. joint decisions with your spouse (if married) and/or with other members of the household. Justify your rating: In which way?						
2.3.3	Have the EAS enabled you to engage in collective action?	①	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent	Dk/No
Note: Collective action refers to e.g. the organization of farmers into groups, and community action. Justify your rating: In which way?						

TOPIC B.3: LIVELIHOOD TRANSFORMATION – LONG TERM OUTCOMES

Metric B.3.1 – ECONOMIC RESILIENCE						
ID	Questions					
3.1.1	Do you perceive that EAS have contributed to increased household income?	①	①	②	③	○
		No increase	Slight increase	Moderate increase	Large increase	Dk/No
Note: e.g. by linking you up with a new market opportunity, by reducing your production costs, etc. Justify your rating: In which way?						
3.1.2	Do you perceive that EAS have contributed to improved household income stability?	①	①	②	③	○
		Not at all	Slightly more stable income over seasons	Moderately more stable income over seasons	Substantially more stable income over seasons	Dk/No
Note: e.g. by supporting a more diversified production system, by promoting the cultivation of drought/heat tolerant varieties, linking you up an insurance scheme, etc. Justify your rating: In which way?						

Metric B.3.2 – SOCIAL WELL-BEING						
ID	Questions					
3.2.1	Do you perceive that EAS have contributed to improved household food security and nutrition status?	①	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent	Dk/No
Note: e.g. by promoting more nutritious crops, by providing trainings related to nutrition such as diverse diets, preservation methods that retain nutrients; knowledge on food utilization/meal planning, etc. Justify your rating: In which way?						
3.2.2	Do you perceive that EAS have contributed to improved health status of household members?	①	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent	Dk/No
Note: e.g. by making you aware about work related health problems, informing you about safe pesticide handling practices, etc. Justify your rating: In which way?						

TOPIC B.3: LIVELIHOOD TRANSFORMATION – LONG TERM OUTCOMES

Metric B.3.3 – ENVIRONMENTAL INTEGRITY					
ID	Questions				
3.3.1	Do you perceive that EAS have contributed to improve your business environmental performance?	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent
<p>Note: e.g. more efficient input use, regeneration of infertile land, replanting of trees, improved waste disposal, improved energy management etc.</p> <p>To be specified: Through the adoption of which practices did your environmental performance improve?</p>					
3.3.2	Do you perceive that EAS have contributed to enhance ecosystem biodiversity?	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent
<p>Note: e.g. you integrated new varieties of local crops, you started implementing an agro-forestry system; you apply a more diversified crop rotation, conservation of local germplasm etc.</p> <p>Justify your rating: In which way?</p>					
3.3.3	Do you perceive that EAS have contributed to improved water management?	①	②	③	○
		Not at all	To a low extent	To a good extent	To a large extent
<p>Note: e.g. you installed rainwater storage capacities, you apply some agronomic practices that improve (e.g. mulching) water retention, etc.</p> <p>Justify your rating: In which way?</p>					

Extension and advisory services (EAS) play a key role in facilitating innovation processes, empowering marginalized groups through capacity development, and linking farmers with markets. Advisory services are increasingly provided by a range of actors and funded from diverse sources. With the broadened scope of EAS and the growing complexity of the system, the quantitative performance indicators used in the past (e.g. related to investment, staffing or productivity) are not adequate anymore to understand whether the system is well-functioning.

To enable evidence based and informed policy and investment decision making for extension and advisory systems, the EAS-yardstick (EAS-Y) has been developed through a consultative expert process. It is a holistic scoring tool based on a comprehensive set of metrics that aims to capture many of the nuances of pluralistic EAS systems. Metrics are organized into two modules, related to EAS performance and to EAS outcomes, each subdivided into key EAS topics. These cover elements of the EAS enabling environment, scope and provision of services, and coordination, collaboration and learning in the system. At the outcome level, topics include the acquisition of skills, changes in behaviours and livelihood transformations. All metrics are operationalized through a scoring mechanism. EAS-Y is digitally enabled through the Kobo toolbox and is used for participatory assessments in various contexts. Assessments can support a systematic cross-country analysis, complementing findings from more specific impact evaluations of EAS interventions or in-depth process evaluations. As such, it contributes to substantially enhancing EAS system performance and outcomes by guiding investment and policy decisions.

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