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Assessment of the evaluation approaches of agricultural projects in Bojanala Region of the North West Province, South Africa

by

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DECLARATION

"I declare that this thesis which I am submitting to the University of Pretoria for the Master of Science (MSc.) degree represents my own work and has never been submitted by me to any other tertiary institution for any degree"

Signed on .....

.....
D.K Magano

DEDICATION

To my younger brothers, Badisa, Mokhudung, & Raleboga Magano. This work proves that hard work never killed a person.

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Assessment of the evaluation approaches of agricultural projects in Bojanala Region of the North West Province, South Africa

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ABSTRACT

A central question in agricultural extension evaluation is whether extension staff is familiar with appropriate evaluation prescripts for evaluating extension activities, and to what extent or how often do they implement those prescripts. .

The study assessed the approaches followed by the extension staff to evaluate agricultural projects in Bojanala Extension Region. It, specifically, provided a demographic orientation of extension staff in the Region. It also provided some orientation to project performance, and determined the effect of independent variables on the proficiency to formulate project objectives and determined knowledge with regard to formulation of objectives, the frequency at which these extension staff evaluate projects, and their knowledge on committee involvement in evaluation. Lastly, the study looked at the effect of PMDS rating of the extension staff on their proficiency to formulate project objectives, the frequency at which they evaluate projects and their knowledge on committee involvement in evaluation, and determined the respondents' knowledge (intervening variable) with regard to the dependent variables.

A total of 40 respondents (extension workers) were involved in interview sessions allowing extensive interaction and discussion before individuals were requested to record their viewpoints regarding various alternatives in questionnaires and prepared for that purpose and which were subsequently analysed.

The results reveal that there is under-representation of female extension staff, with relatively old extension workers (40 years and older). The majority of the Regional extension workers are in possession of technically specialised qualifications. Also, it is clear that technically advised agricultural extension projects are more successful than the LRAD, Food Security and LandCare projects.

The results also provide evidence, that project objectives are often not clear, specific, and measurable. Only 50% of the respondents in possession of NQF Level 7&8 qualification scored average points regarding project objective formulation. 31.5% respondents in all ranks indicated only an average and even below average ability to formulate objectives.

Merely 33.3% in possession of NQF Level 7&8 evaluate projects on a monthly or less basis. Extension workers with 15 years or less experience evaluate their projects more frequently than the respondents with 16 years or more experience. The agricultural technicians seem to be having limited responsibility of evaluating projects in which they are involved.

The other disappointing revelation is that only 23% of the respondents evaluate the projects after completion of every activity and only 29.7% clearly indicated that they know exactly to what extent committee members are involved in the evaluation of projects.

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LIST OF ABBREVIATIONS

BPDM	Bojanala Platinum District Municipality
CASP	Comprehensive Agricultural Support Programme
LRAD	Land Redistribution for Agricultural Development
PMDS	Performance Management & Development System
IFSS	Integrated Food Security Strategy
LDC	Local Development Centre
FSU	Farmer Support Unit
SPSS	Statistical Package for Social Sciences
NQF	National Qualification Framework
SAQA	South African Qualification Authority

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Bojanala Extension Region is aligned to the Bojanala Platinum District Municipality (BPDM) boundaries, which is located in the central portion of the North West Province. Its neighbouring districts are Central, Southern (Both in the North West Province), Waterberg (Limpopo Province), Tshwane and West Rand (Both in Gauteng Province).

BPDM covers an area of about 18 331.79 km² with the population of about 1.2 million people, which accounts for approximately 32% of the total population in the North West Province. The area is predominantly rural with poverty increasing from 570 000 to more than 746 000 people between 1996 and 2001 (BPDM, 2005a).

Nearly 3 400 km² is utilized for agricultural purposes, which constitutes 1 704 km² of commercial dry land farming; 734 km² of irrigated farming; and 952 km² of subsistence dry land farming (BPDM, 2005b).

1.2 IMPORTANCE OF AGRICULTURE IN THE BOJANALA EXTENSION REGION

The overall output from the agricultural sector has steadily and significantly increased from approximately R 450 million to just under R 490 million between 1996 and 2001 (BPDM, 2005a).

1.3 EXTENSION SERVICE DELIVERY IN BOJANALA EXTENSION REGION

According to Matshego (2006) the Region is mainly operating on a re-active basis as far as needs identification is concerned. Given the shift in clients' demands from human development needs to agricultural development, the Region has not been able to play much of a proactive role as far as structured extension delivery is concerned.

This is however, said not to have abandoned the extension methodology, but extension is swamped and overwhelmed by the need to deliver infrastructure projects. The bulk of time is used by extension services to plan and implement the delivery of programmes such as CASP, LandCare, Post Settlement Support, LRAD, Communal Land Support, and Food Security.

Lack of proper planning hinders the ability of the district to pro-actively influence agriculture in a direction that it should be going. The allocation of funds for agricultural development is not aligned to any existing extension agricultural plan for the region (Matshego, 2006).

1.3.1 Extension evaluation

There is no formal, structured evaluation of agricultural extension service delivery in the Region. Whatever evaluation is done is indirectly through the general performance evaluation process (Matshego, 2006).

1.4 AGRICULTURAL PROGRAMMES IMPLEMENTED BY THE NORTH WEST PROVINCIAL DEPARTMENT OF AGRICULTURE

In its attempt to support a united and prosperous agricultural sector, the South African Agricultural Sector has in place a strategic objective of "equitable access and participation in a globally competitive, profitable and sustainable agricultural sector contributing to a better life for all". This

strategic objective is expected to guide all the relevant partners in their quest to deliver a range of strategies and programmes (Department of Agriculture, 2001a).

According to the Department of Agriculture (2001a) these programmes will be generated and implemented in accordance with a number of basic premises and value statements whose expected outcomes are increased creation of wealth in agriculture and rural areas; increased sustainable employment; increased incomes and increased foreign exchange earnings; reduced poverty and inequalities in land and enterprise ownership; improved farming efficiency; improved national and household food security; stable and safe rural communities, reduced levels of crime and violence, and sustained rural development; improved investor confidence leading to increased domestic and foreign investment in agricultural activities and rural areas; and pride and dignity in agriculture as an occupation and sector.

To support the Strategic Plan, a number of programmes have been developed and implemented by the Department of Agriculture (national as well as provincial Departments of Agriculture. The programmes are briefly described below.

1.4.1 The Comprehensive Agricultural Support Programme (CASP)

The primary aim of the Comprehensive Agriculture Support Programme is to provide post settlement support to the targeted beneficiaries who include: the hungry; subsistence and household producers; farmers; and agricultural macro-systems within the consumer environment. CASP is a core focus for the department and will make interventions in six priority areas:

1) Information and knowledge management;
2) Technical and advisory assistance, and regulatory services;
3) Training and capacity building; marketing and business development;

4) On-farm and off-farm infrastructure and production inputs; and
5) Financial assistance (Department of Agriculture, na).

The Comprehensive Agriculture Support Programme has objectives to achieve and allocation criteria to meet. These include community involvement and ownership; target beneficiaries should be from the previously disadvantaged group; enhances national and household food security; once-off grant and not committing the government to any form of direct recurrent operational or maintenance projects grants; long-term sustainability and economic viability; project finance support will only be provided for agricultural activities having the required level of institutional and technical support; projects that will generate employment opportunities should be given priority (Department of Agriculture 2005a).

During the 2005/2006 financial year, the North West Province was allocated R33.6 million to support 393 projects with 4278 beneficiaries which implies that the Province was allocated 13% from the national CASP budget to support 38% of the national CASP projects with 7% of the national beneficiaries. This allocation followed a year of under-spending in which only 23% of the then budget was spend (Department of Agriculture, 2005a).

1.4.2 Food security

Food security is defined as physical, social and economic access to sufficient, safe and nutritious food by all South Africans at all times to meet their dietary and food preferences for an active and healthy life (Department of Agriculture, 2002).

The South African food security consists of two dimensions. The first dimension is national food security which seeks to maintain and increase the ability of the country to meet its national food requirements. This involves meeting these needs from domestic agricultural resource, import food items

that cannot be produced efficiently, and to export commodities with comparative advantages.

The second dimension is household food security, which seeks to eradicate the widespread inequalities and grinding poverty among the majority of households that is manifested by inadequate and unstable food supplies, lack of purchasing power, weak institutional support networks, poor nutrition, inadequate safety nets, weak food emergency management systems and unemployment (Department of Agriculture, 2002:19).

The Department of Agriculture has identified the following priority areas of implementation to realize the objective of food security:

1) Improve household food production, trade and distribution;
2) Increase income and job opportunities;
3) Improve nutrition and food safety; and
4) Enhance safety nets and food emergency management systems.

The North West Department of Agriculture focuses on strengthening food security initiatives through the household food security starter pack production programme, popularly known as "Letsema La Mantshatlala". Other initiatives include the commercial expansion of food security projects as well as providing after care support for the existing ones (Department of Agriculture: North West Province, 2004).

1.4.3 Land Redistribution for Agricultural Development (LRAD)

The Department of Agriculture (2001b) states that Land Redistribution for Agricultural Development (LRAD) is one of the three distinct land reform sub-programmes. The purpose of LRAD is to increase access to agricultural land by black people and to contribute to the distribution of approximately 30% of the country's commercial land over the duration of the programme. LRAD is

designed to provide grants to the beneficiaries to access land specifically for agricultural purposes, namely for land acquisition, land improvements, infrastructure investments and capital assets.

Beneficiaries can access a range of grants, from R 20 000 to R 100 000, depending on their own contribution in kind, labour and/or cash. Beneficiaries must provide an own contribution of at least R 5 000. The grant and own contribution are calculated on a per individual adult basis, that is, 18 years and older. If people choose to apply as a group, the required own contribution and the total grant are both scaled up by the number of individuals represented in the group. The approval of the grant is based on the viability of the proposed project, which takes into account total project costs and projected profitability (Department of Agriculture, 2001b).

The types of projects that can be catered for, include, but are not limited to the following:

1) Food safety net projects – this caters for participants who may wish to access the programme to acquire land for food crop and/or livestock production to improve household food security.
2) Equity schemes – participants can make the requisite matching own contribution, and receive equity in agricultural enterprise tantamount to the value of the grant plus the own contribution.
3) Production for markets – this is for participants who wish to engage in commercial agricultural activities.
4) Agriculture in communal areas – many people living in communal areas already have secure access to agricultural land, but may not have the means to make productive use of that land. Such people would be eligible to apply for assistance so as to make productive investments in their land such as infrastructure or land improvements.

It is crucial to, also in the process of implementing LRAD programmes, take note of the following underlying basic principles:

1) LRAD is unified and basic, it is flexible and beneficiaries can use it in flexible ways according to their objectives and resources;

2) All beneficiaries make a contribution (in kind or cash), but varying in amount;

3) LRAD is demand directed, meaning that beneficiaries define the project type and the extent;

4) Implementation is decentralised: local-level officials provide opinions and assistance in preparation of project proposal;

5) Inter-departmental collaboration will take place at all spheres of government, with the district assuming key role;

6) Projects will be undertaken in a manner consistent with district and provincial spatial development plans;

7) Projects are reviewed and approved at provincial level;

8) Local staff assists applicants, but do not approve the application;

9) Ex post audits and monitoring will substitute a lengthy ex ante approval process; and

1o) The mode of implementation is adopted in the interest of maximum participation and empowerment of beneficiaries speeds of approval and quality of outcomes.

The North West Province focuses its LRAD efforts specifically on the vulnerable and special groups such as farm workers, farmer organizations, commodity groups, emerging farmers, unemployed graduates, women, the disabled and youth.

In support of this empowerment initiative for the prioritized groups, the department intends facilitating access to both finance and markets and provide business management skills training (Department of Agriculture: North West Province, 2004).

1.4.4 LandCare

Department of Agriculture (2007) essentially defines LandCare as a concept involving a process of participation that focuses on land resource management through the promotion of sustainable use practices. It involves 'local people taking local action in their local area' to achieve sustainable land use and management. LandCare includes individual and group activities directed at on-ground action. It also provides an opportunity for local landholders to take a leading and responsible role in planning and undertaking activities to conserve their most important assets. LandCare encourages community interest and action through the formation of LandCare groups. These LandCare groups assess local problems, determine priorities and undertake action. Local leadership and initiative leads to a greater understanding of issues.

The LandCare programme was established as a result of the accepted need by the government, communities and individuals to change the way water and land resources are used and managed so that the long term potentials are sustained and optimised. Since the origins of modern agriculture, poor farming practices have led to land degradation such as soil erosion, overgrazing, wetland and watercourse destruction and bush encroachment. These problems have been, to some extent, a cost to achieving a highly productive agricultural sector. They are also due to inadequate information being available to land-users regarding the consequences of their land management decisions and also off-site effects of some land-users actions on others (Department of Agriculture, 2007).

According to the Department of Agriculture (2007), the National LandCare programme seeks to achieve the following objectives:

1) Awareness of the problems of land degradation and the benefits of sustainable land use within the broad community;

2) Continuing development and implementation of sustainable land use principles and practices;

3) All public and private land-users and managers understanding the principles of sustainable land use and applying them in management decisions;

4) All South Africans working together in partnership for sustainable land use; and

5) Implementing effective and appropriate economic, legislative and policy mechanisms for facilitating the achievement of sustainable land use.

1.5 DESCRIPTION ON PROJECT PERFORMANCE IN BOJANALA EXTENSION REGION

According to Table 1.1, Bojanala Extension Region had an estimation of 474 projects with 5469 beneficiaries. A total of 45 (9.5%) of those projects were unsuccessful. This gives a total of 429 projects (4752 beneficiaries) that are ongoing or still operational.

With specific reference to Land Redistribution for Agricultural Development (LRAD), Food Security, and Land Care programmes, the table indicates that:

LRAD had a total of 48 projects with 423 beneficiaries and 16 (33%) of those projects were unsuccessful. Also, there is a higher beneficiary ratio of 12 beneficiaries per unsuccessful project compared to 9 beneficiaries per ongoing or operational project.

According to the Food Security programmes there are 54 registered projects (1 733 beneficiaries) of which 9% (5 projects) have failed. Like in LRAD, there is a higher beneficiary ratio for unsuccessful projects (65 beneficiaries per project) against only 29 beneficiaries per ongoing or operational project.

The table also shows that the region had a total of 17 LandCare projects (416 beneficiaries) and only 1 project has failed (18 beneficiaries). In this case, the unsuccessful projects have a lower beneficiary ratio (18 beneficiaries per project) as opposed to 26 beneficiaries per ongoing or operational project. The question is why did only one project failed? The specific reasons are not available but one needs to remember that with regard to the majority of LandCare projects, beneficiaries are being employed and financially remunerated for the tasks they executed.

On the basis of technically advised agricultural extension projects such as beef, broiler, layers, piggery, bee, goats, vegetable (dryland & hydroponics),

crops (dryland & irrigation), and pasture, there is generally not much of a difference in as far as the beneficiary ratio is concerned. One of the outstanding projects is the piggery project where 27 projects have been implemented successfully and are still ongoing. There is in total 339 technically advised agricultural extension projects and only 7% of these projects failed.

Table 1.1: Project performance as indicated by the respondents in the Bojanala Extension Region

	Aftercare/Ongoing Projects		Unsuccessful Projects		New Projects	
	Number of projects	Number of beneficiaries	Number of projects	Number of beneficiaries	Number of projects	Number of beneficiaries
LRAD	32	230	16	193	4	69
Food Security/ Letsema	49	1 407	5	326	22	457
Beef	71	1 180	6	36	10	188
Broiler	67	256	4	45	7	45
Layers	1	5	0	0	0	0
Hatchery	0	0	1	5	0	0
Piggery	27	55	0	0	1	6
Bee	3	11	1	4	10	39
Goats	39	322	3	26	7	35
Vegetable (Dryland)	35	292	6	52	0	0
Vegetable (Hydroponics)	3	18	1	3	0	0
Crops (Dryland)	89	417	0	0	2	108
Crops (Irrigation)	6	114	1	9	0	0
LandCare	16	416	1	18	3	101
Pasture	1	34	0	0	0	0
Total	429	4752	45	717	66	1048

1.6 THE LETSEMA LA MANTSHA-TLALA PROJECT

According to Table 1.1, one of the most important types of projects is the Food security/Letsema project. There are currently 49 of these projects in the region with another 21 new projects to be implemented. An example of one of these Food security projects is Letsema La Mantsha-Tlala – Madibeng West (See attached Appendix).

1.6.1 A brief summary of the project

The Letsema La Mantsha-Tlala – Madibeng West project is part of the North West provincial Integrated Food Security and Nutrition Programme. The Letsema La Mantsha-Tlala programme, "mobilizes the poor to feed themselves", is seen as a strategy to enhance the impact on poverty reduction, especially for those community members who are most affected by poverty and hunger.

The project involves the physical identification of households with no income, including social security grants and followed up with a training programme on basic hygiene, food preparation and preservation, basic financial management, and agricultural production.

It is estimated that the project costs will amount to R 163 287-00 for 80 households (4 villages) over a period of three months. The projects are implemented in phases.

1.6.2 Project objectives

The project objectives are stated as follow:

1.6.2.1 To establish back yard production units for household consumption and marketing surplus;

1.6.2.2 To increase nutrition and basic hygiene awareness amongst the poorest members of the society, and

1.6.2.3 To train the selected households in production, marketing and hygiene.

These objectives are examples of how project objectives are formulated, and they do somewhat give direction but are not clear, specific in as far as indicators and time frame are concerned, consequently not measurable and very difficult to evaluate.

1.7 CONCLUSION

Bojanala Extension Region has a project failure rate of approximately 10%. Most of these projects fall under the main government programmes (LRAD, Food Security, and LandCare) which are in place and available to improve agriculture.

Another aspect regarding project failure is that it seems as if technically advised agricultural extension projects are more successful than the LRAD & Food Security projects. The difference can possibly be attributed to sources of funding for starting up these projects and the number of beneficiaries per project.

Lastly, it is also evident that often, the project objectives are not clear, and measurable and ultimately these projects are difficult to evaluate.

1.8 PROBLEM STATEMENT

The importance of project management is clearly stated in the Strategic Plan of the Department of Agriculture (2008/2009) where it is indicated that there is an urgent need to transform extension. In an attempt to address this need,

the Department has prioritized training in project management as part of its programmes.

A study (Düvel, 2002b) conducted in the North West province found that:

- 24% of the respondents conduct annual surveys to measure progress against formulated and measurable objectives;
- 27% of the respondents conduct annual surveys to measure progress against baseline data and formulated and measurable objectives, and
- 13% of the respondents conduct annual surveys to measure progress against baseline data and against formulated and measurable objectives and monitoring the impact of extension inputs.

A food security project proposal prepared at Madibeng LDC, part of Bojanala Extension Region revealed that project objectives do somewhat give direction but they are not clear, specific in as far as indicators and timeframe are concerned.

Given the importance of objective formulation in the evaluation process, and the importance of evaluation of projects and programmes, one wonders as to how often do we come across this category of objectives?, how much time is dedicated to evaluation?, and whether project beneficiaries are part of the projects processes or not.

1.10 OBJECTIVES OF THE STUDY

The broad objective of the study was to assess the approaches followed by the extension staff to evaluate the agricultural projects in Bojanala Extension Region, with a specific reference to the proficiency to formulate objectives, the frequency of evaluation, and the involvement of committee members (beneficiaries) in the evaluation process.

Specifically, the study was designed:

1.10.1 To describe the demographic characteristics of the respondents;

1.10.2 To gather facts on how projects are performing in Bojanala Extension Region;

1.10.3 To determine the effect of age, gender, qualifications, field of specialization, current rank, and years of service (independent variables) of the respondents' proficiency to formulate project objectives (integration, direction, and criteria); and to determine knowledge with regard to formulation of objectives.

1.10.4 To *determine the effect of age, gender, qualifications, field of specialization, current rank, and years of service of the respondents on the frequency at which projects are evaluated;*

1.10.5 To determine the effect of age, gender, qualifications, field of specialization, current rank, and years of service of the respondents on the involvement of project committee members in evaluation; and

1.10.6 To determine the effect of Performance Management and Development System (PMDS) rating of the respondents on the proficiency to formulate project objectives (integration, direction, and criteria), the frequency at which projects are evaluated, and the involvement of the project committee in evaluation.

1.10.7 To determine respondents' knowledge (intervening variable) with regard to proficiency to formulate objectives, and project committee members involvement in the evaluation of projects.

1.11 HYPOTHESES OF THE STUDY

1.11.1 The respondents' proficiency to formulate project objectives (integration, direction, and criteria) is a function of age, gender, qualifications, field of specialization, current rank, and years of service.

1.11.2 The frequency at which the respondents evaluate projects is a function of age, gender, qualifications, field of specialization, current rank, and years of service.

1.11.3 The respondents' knowledge of project committee members' involvement in evaluation is a function of age, gender, qualifications, field of specialization, current rank, and years of service.

1.11.4 The respondents' Performance Management and Development System (PMDS) rating is a function of the proficiency to formulate project objectives (integration, direction, and criteria), the frequency at which projects are evaluated, and the project committee members' involvement in evaluation.

1.12 SIGNIFICANCE OF THE STUDY

The current South African public agricultural extension service delivery pays more attention to the project approach. Also, a number of extension evaluation researches have been conducted to identify evaluation gaps and to provide guidelines for evaluating extension related activities.

The study aimed specifically at determining extension staff's perception and knowledge with regard to the three essential elements of extension evaluation, namely: (1) objective formulation, (2) frequency of evaluation, and (3) involvement of committees/beneficiaries.

CHAPTER 2

LITERATURE REVIEW

In this literature review, only aspects relating to the essential elements of evaluation approach will be reviewed.

2.1 EVALUATION

The term evaluation is defined differently by different authors. There are over fifty definitions in the literature (Patton, 1982 as cited by Anandajayasekeram, van Rooyen & Liebenberg, 2004). Evaluation refers to a time-bound exercise that attempts to assess systematically and objectively the relevance, performance and success of ongoing and completed programmes and projects (South African Government, 2006).

For the purpose of this study, the term "evaluation" refers to the systematic determination of quality or value of agricultural projects in Bojanala Extension Region. It may be done for the purpose of improvement, to help make decisions about the best course of action, and/or to learn about the reasons for successes or failures. There is a common logic and methodology for how all of these aspects are evaluated:

Conduct a systematic analysis to determine what criteria distinguish high quality/value from low quality/value in this context; dig further to ascertain what levels of performance should constitute excellent versus mediocre versus poor performance on those criteria; measure performance; and combine all of the above information to draw valid evaluative conclusions (Anandajayasekeram, van Rooyen & Liebenberg, 2004).

2.2 EVALUATION IN EXTENSION

According to Düvel (1998:30) it is generally accepted that extension evaluation is one of the key factors in enhancing the effectiveness and efficiency of extension; and in fact, one of the major purposes of evaluation is to improve present and future extension. It therefore, places high professional and scientific demands on extension workers when done properly. Düvel (2002a:2-2) also refers to the term evaluation as a periodic assessment of the relevance, performance, efficiency, and impact of a project or activity in relation to its objectives that should be achieved.

Düvel (2002b) perceives commitment to proper evaluation as being partially dependent on whether the value of evaluation is appreciated.

It has been revealed by Düvel (2002b) that in the North West province:

- 24% of the respondents conduct annual surveys to measure progress against formulated and measurable objectives;
- 27% of the respondents conduct annual surveys to measure progress against baseline data and formulated and measurable objectives, and
- 13% of the respondents conduct annual surveys to measure progress against baseline data and against formulated and measurable objectives and monitoring the impact of extension inputs.

2.3 APPROACHES TO EVALUATION

According to Terblanché (2008), there are about 7 approaches for evaluating extension programmes. These approaches are outlined as follow:

2.3.1 Expert model

This approach relies on expert judgement. Usually, documentation is prepared in advance of experts' visits. The experts then interview, analyse documents, and make judgements using their own judgement perspectives or those set as standard by the outside organisations or stakeholders.

2.3.2 Goal-free model

This approach assumes that outside evaluators do not know, or need to know, what the programme has intended to accomplish, but that it is the task of the evaluators to uncover what is actually happening relative to farmers' interests regardless of stated goals and intentions.

2.3.3 Attainment of objectives model

This approach assumes that the success of a programme or project can be determined by measuring a programme's outcomes against its own goals and objectives. This type of evaluation begins with clarifying measurable objectives and then gathering data that validate the extent to which these objectives have been met.

2.3.4 Management decision model

The purpose of this model is to provide relevant information as a management tool to decision-makers. It assumes that evaluation should be geared to decisions during programme initiation and operation stages to make results more relevant at each particular stage. Participation of stakeholders is central to the process because evaluation should serve their decisions.

2.3.5 Naturalistic model

The model assumes that a programme is a natural experiment and that the purpose of evaluation is to understand how the programme is operating in its natural environment. There is an assumption that programmes are negotiated realities among the significant stakeholders and that evaluation serves this value-laden negotiation.

2.3.6 Experimental model

The purpose of this approach is to determine whether changes in programme outcomes are were due to the contributions of the programme and not just to life's experience or from other influences.

2.3.7 Participatory evaluation model

The purpose of this model is for extension educators and famers themselves to initiate a critical reflection process focussed on their own activities.

2.4 PROJECT APPROACH

According to Gido & Clements (1994:4) a project is "an endeavour to accomplish a specific objective through a unique set of interrelated tasks and the effective utilisation of resources".

The project approach is a powerful instrument whereby planned, and targeted extension actions are introduced. It is an approach that allows business model management to be implemented in the extension system (Ewang, 2006:4). All funded projects have to be registered, with clearly defined objectives, action plans, timelines, deliverables, key performance

indicators and resource assignment and execution of responsibilities (Department of Agriculture, 2005b:6). From an evaluation point of view Düvel (2002a:6-2) states that the most important requirement is that objectives have to be clear, specific and measurable.

Ewang (2006:4) also suggests that the current frontline extension officers might have to undergo a strategic in-service training to become vested in deadline and handling of such approaches. Situation specific implementing strategies can be selected, taking into account the diversity of farming practices and systems in the community.

2.4.1 Essential elements of an evaluation approach

2.4.1.1 Objective formulation

An objective is broadly viewed as the future state, situation or result that somebody wants to achieve. Objectives are key strategic initiatives that direct organisational efforts toward the accomplishment of goals.

Meaningful evaluations are only possible with clearly defined objectives and that the increasing importance and accountability justifies a clear indication to managers, sponsors, and clients as to how and when the evaluation is to be done (Düvel 1998:37).

Clearly formulated objectives provide direction, allow synergy for development, guide planning, monitoring and evaluation and support both resource allocation and design of positions and their respective functions (Anandajayasekeram, van Rooyen & Liebenberg, 2004:163).

2.4.1.2 Participatory evaluation: involvement

Participation means opening up the design of the process to include those most directly affected and agreeing to analyse data together (Anandajayasekeram, van Rooyen & Liebenberg, 2004:221). Düvel (2002a) cited Cunnings (1995) where a participatory project is described as one initiated and owned by beneficiaries. These participatory projects contribute to empowerment of the individuals involved in the project.

Participatory evaluation involves the stakeholders and beneficiaries of a programme or project in the collective examination and assessment of the programme or project. It is very important to note that participatory evaluation is people centred, that is, project stakeholders and bare key actors of the evaluation process and not the mere objects of evaluation (Anandajayasekeram, van Rooyen & Liebenberg, 2004:163).

Participatory evaluation is context-specific, rooted in the concerns, interests, and problems of programme. The end-users immediate reality is what charts the route and determines the evaluator's purpose and direction. Flexibility is the key word in participatory evaluation. Choices must be made about the degree to which end-users can realistically participate in the process (Anandajayasekeram, van Rooyen & Liebenberg, 2004:220).

2.4.1.3 Evaluation frequency

Participatory evaluation may take place during the course of a project (Usually at its mid point), towards or at the end or after a significant amount of time (e.g. 2 years), after a project has been completed. Undertaking an evaluation at mid point offers several advantages. It presents an opportunity to take stock of a project's progress to date, its achievement and any obstacles encountered. Lessons learned can be applied and corrective action can be taken if necessary. Since mid-term evaluations are forward looking, they can provide stakeholders with the tools to take different sources of action (Anandajayasekeram, van Rooyen & Liebenberg, 2004:221).

The once-off evaluation activity at the end of the project is not acceptable anymore (Terblanché 2004:77). What is needed is an ongoing and continuous process of evaluation to be able to timely make adjustments in the project if and when necessary (Solomon, 1984:355-357 as cited in Terblanché 2004).

2.4.1.4 Accountability

Richardson (1996) indicates that the term accountability is described in the dictionary as "explainable" and "responsible" and that other words can apply as well. These include reporting, accomplishments, successes or similar words that reflect willingness and desire to let others know what beneficial impacts extension programmes are achieving.

Extension staff needs information on the results of their projects that is of sufficient value to justify the inputs to obtain it (Terblanché 2004:77-78). Extension staff want information that will improve their accountability (Terblanché 2004:78), their projects, their understanding of the project and their morale and satisfaction.

There is a clear indication that evaluation is key to accountability due to the fact that it furnishes information on the degree to which project objectives have been met and how resources have been used (Anandajayasekeram, van Rooyen & Liebenberg, 2004:221).

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter gives a brief description of the area where the research was conducted as well as the selection criteria of the area. It is followed by the research design that includes sampling, data collection procedures and data processing, and the statistical analyses of the processed data.

3.2 CHOICE OF THE STUDY AREA

3.2.1 Description of the study area

The choice of Bojanala Extension Region, which is aligned to municipal boundaries, as a survey area between April and July 2006 was based on researcher's practical accessibility. Bojanala is of one of the four districts which form the North West province. It is located in the northern part of the North West province, contains the following local municipalities within its area of jurisdiction: Moretele, Madibeng, Rustenburg, Kgetlengrivier as well as Moses Kotane. Its neighbouring municipalities are Central district (Ramotshere Moiloa Local Municipality), Southern district (Ventersdorp Local Municipality), Waterberg district (Thabazimbi, Modimolle and Bela-Bela Local Municipalities), City of Tshwane Metropolitan Municipality and West Rand district (Mogale City Local Municipality) (See Figure 3.1).

Agriculture is the region's second largest economic activity after mining. Nearly 3 400 km² of the district's land is utilised for agricultural purposes (representing 19% of the total area). This consist of 1 704 km² of commercial

dry land farming, 734 km² of commercially irrigated farming and 952 km² of subsistence dry-land farming activities. The agricultural sector in the district is clearly a male dominated sector with 70% of the total labour being males (BPDM Economic Overview Report, 2005).

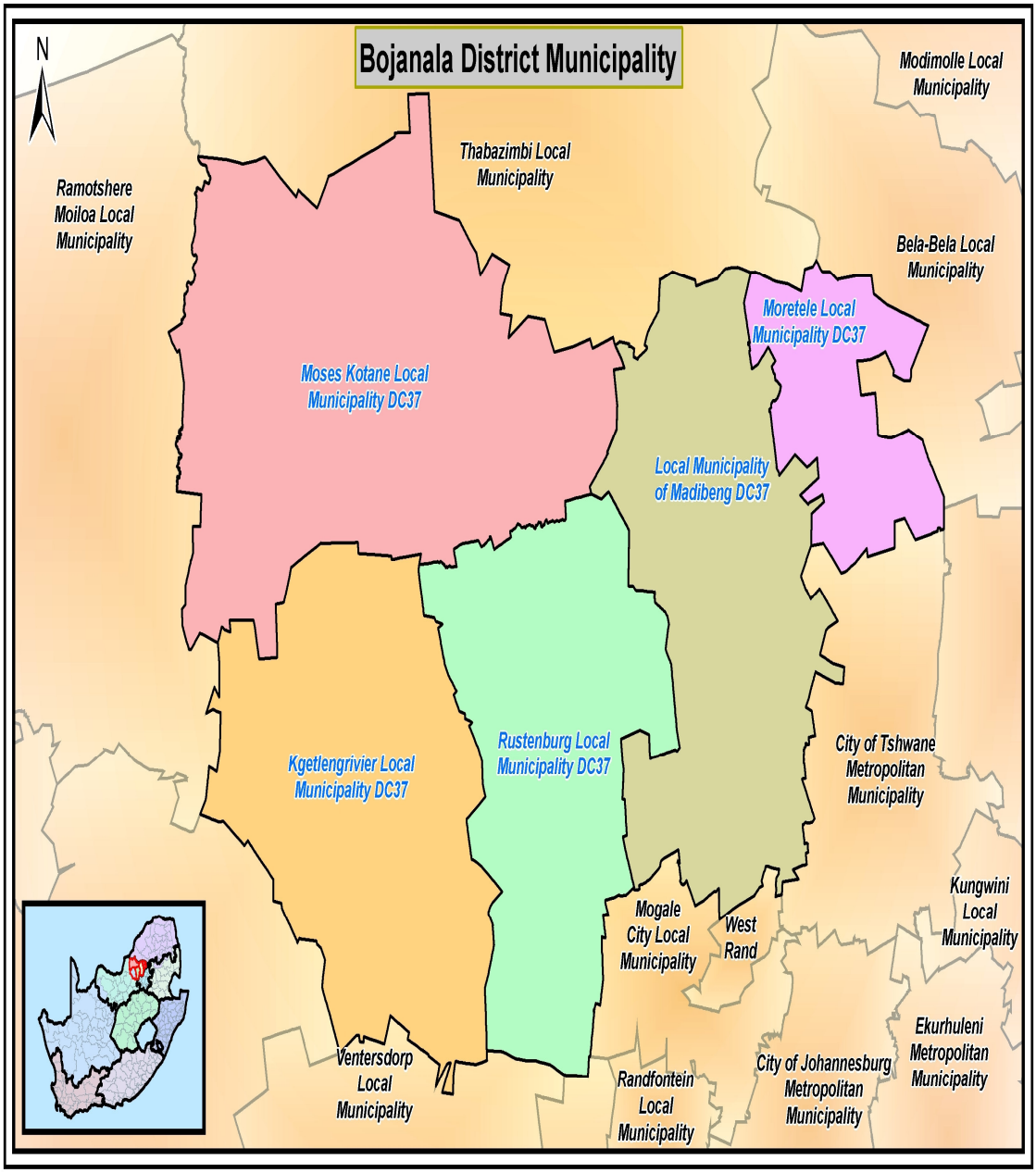

Figure 3.1: Map of South Africa (Inset) and location of Bojanala District

3.2.2 Regional agricultural administration

The Region has been demarcated into three sub-regions each managed by a Deputy Director. The three sub- regions have each been sub-divided in two Local Development Centres (LDC's) previously known as Agricultural Development Centres (ADC's), each headed by an Assistant Director. The Region, sub-region and LDC's are administrative centres, with each responsible for management of the delivery of Agricultural Extension services.

The LDC's have been demarcated into Service Centres previously known as Farmers' Service Units (FSU's) which are the units of the Extension service. A Service Centre can be an Extension ward on its own or be made up of two or more Extension wards (group of villages or farms). An extension officer is responsible for a ward. There is a total of 20 Service Centres spread all over the region.

3.3 SAMPLING AND DATA COLLECTION PROCEDURES

3.3.1 Sampling

The research involved extension staff from several LDC's of the Region. Having obtained the regional extension staff statistics, special meetings were arranged and scheduled after staff meetings with respective LDC managers. This means that all the staff members who were present on those agreed upon meetings, were interviewed and for those members who, after their staff meetings had other commitments, specific dates were set for interviews. Members who participated in the survey amounted to 63.5 percent of the total population.

3.3.2 Data collection tools

A structured questionnaire was developed and used to collect data from the extension staff. The questionnaire was thoroughly discussed with some of the Deputy Directors, LDC managers, subject matter specialists, and frontline extension staff prior to the survey.

3.3.3 Data collection

The data collection exercise with a structured questionnaire being the main source of information, as it was the case with this survey, is costly and time consuming. Two methods of interviews were employed, namely the group interviews (individual interviews completed within a group situation) and the individual interviews. The questionnaires were self-administered and the researcher interviewed most of the staff using individual interviews.

Prior to data collection the questionnaire was pre-tested with the extension staff at one of the LDC's and the results were discussed and necessary changes made.

3.3.4 Data processing and analysis

The data analysis involved the use of Statistical Package for Social Sciences (SPSS) version 13. Prior to the analysis, the data was directly entered into SPSS. Editing, data cleaning and finally modifications with regard to the removal and creation of new variables formed part of the data quality control process.

The main techniques used for data analysis included frequency distribution with the use of tables to illustrate data and Spearman correlation analysis and Exact significance tests. The statistical analysis was guided by a statistician from the Department of Statistics, University of Pretoria.

CHAPTER 4

DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

4.1 INTRODUCTION

This chapter gives an overview of the respondents as an orientation to the reader and an introduction to various demographic and other characteristics, which will later be analyzed in terms of their effect on formulation of project objectives, frequency of evaluation as well as project committee members' involvement in evaluation.

4.2 DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Table 4.1 presents demographic characteristics of the respondents.

Table 4.1: Frequency distribution of the respondents according to their demographic characteristics

Selected characteristic	Frequency	Percentage
Gender:		
Male	33	82.5
Female	7	17.5
Age:		
<40 years	13	32.5
40-50 years	21	52.5
>50 years	6	15.0
Educational qualification level:		
NQF Level 5*	13	32.5
NQF Level 6**	19	47.5
NQF Level 7&8***	8	12.5
Field of specialisation (Discipline):		
Technical specialisation	22	55.0
General agriculture	13	32.5
Other specialisation	5	12.5
Current rank:		
Divisional manger	4	10.0

Agricultural technician	32	80.0
Agricultural scientist	4	10.0
Years of service:		
< 10 years	11	27.5
10 – 20 years	20	50.0
> 20 years	9	22.5
PMDS rating:		
0-49%	5	13.9
50-69%	16	44.4
70 – 100%	15	41.7

* National Certificates & National Diplomas

**National First Degrees, National Higher Diplomas & Advanced University Diplomas

*** Honours & Masters Degrees

Majority of the respondents (82.5%) were male while only 7 respondents (17.5%) were female. The table also indicates that 52.5% of the respondents fall in the age range of 40-50 years. In addition, 32.5% are less than 40 years. Only 15% is over 50 years of age.

According to education qualification it is clearly indicated that 47.5% of the respondents are in possession of a Level 6 qualification (First Degrees and National Higher Diplomas) on the National Qualification Framework (NQF), 32.5% are in possession of NQF Level 5 qualification (National Diplomas and National Certificates) and only 12.5% is in possession of a NQF Level 7&8 qualification (Honours & Masters Degrees).

Based on educational qualifications, the majority of respondents (55%) were technically specialized (Animal production, crop production and pasture science); followed by those with general agriculture qualifications (32.5%); and those with other specializations such extension and agricultural management (12.5%).

The majority of the respondents (80%) are agricultural technicians while only 10% represent divisional managers and scientists respectively. According to duration of service, the majority of respondents (50%) belong to 10-20 years

category, followed by those with less than 10 years (27.5%) and more than 20 years (22.5%).

Lastly, the Performance Management & Development System (PMDS) rating shows that the majority of the respondents (44.4%) had a rating between fifty and sixty nine percent (Performance satisfactory), followed by 41.7% of those who had rated between seventy and hundred percent (Performance above satisfactory) and 13.9% of those who had rated between zero and forty nine percent.

4.3 CONCLUSION

According to Table 4.1, the survey was dominated by males (82.5%). Although only 17.5% of the respondents were females, they represent 70% of all female extension workers in the district. Sixty eight percent of these respondents were relatively old (at least 40 years of age and older).

The qualification levels show that more than two thirds of the respondents are in possession of desirable levels and the majority of these qualifications are technically specialised.

In addition, eighty percent of the respondents were technicians. The frequencies also show that over three quarters of the respondents have at least 10 years of work experience. Lastly, the PMDS ratings indicated that the majority of the respondents are average or above average performers.

CHAPTER 5

THE EFFECT OF INDEPENDENT VARIABLES ON THE PROFICIENCY TO FORMULATE PROJECT OBJECTIVES

5.1 INTRODUCTION

Düvel (1998) described the three types of variables that are considered to be essential in behaviour change as follows:

1. Independent variables

1.1 Socio-economic

- Agro-ecology
- Age
- Gender
- Literacy
- Education
- Farm Size
- Farming experience
- Health

1.2 Communication

- Extension contact
- Media exposure

1.3 Personality

- Modernity
- Finance

2. Intervening variables

2.1 Need

- Aspirations
- Need compatibility

2.2 Perception

- Perceived prominence
- Perception or awareness of disadvantages
- Perceived compatibility with current situation

2.3 Knowledge

- Understanding or knowledge of underlying principles
- Knowledge of solutions
- Implementation skills

3. Dependent variables

3.1 Adoption of behaviour regarding recommended practices.

For the purpose of this study more focus will be on the independent variables, namely: gender, age, level of qualification, field of specialisation, rank, and years of service and one of the intervening variables: knowledge.

The following independent variables: gender, age, level of qualification, field of specialisation, rank, and years of service, are assumed by the researcher to have an effect on the proficiency of project objective formulation. However, no literature is available regarding the above-mentioned relationship. The independent variables and objective formulation scores analysed in this chapter are of the respondents who were interviewed in Bojanala Extension Region.

Respondents were requested to state the objectives of the projects in which they are involved. The project objective formulation scores resulted from the following judging criteria: firstly, integration with both the institutional and functional objectives, which had two options consisting of not integrated (1 point) and somewhat integrated (2 points); secondly, direction which comprised of very vague (1 point), general (2 points), and specific (3 points) and thirdly, dimension, which looked at the number of dimensions/criteria, that is, being specific, measurable and action orientated. Each of these

dimensions/criteria carried a one point weight, and the maximum points one can get is eight (8).

5.2 THE EFFECT OF GENDER ON THE PROFICIENCY TO FORMULATE PROJECT OBJECTIVES

Quisumbing & McClafferty (2006:40) stated that addressing gender in project design is justified if resulting gains can be demonstrated in project outcomes. Table 5.1 presents respondents' categories of project objective formulation scores according to gender.

Table 5.1: Distribution of respondents according to objective formulation scores and gender

Gender Categories	Project objective formulation categories									
	Poor (3)		Average (4)		Above average (5 &6)		Excellent (7 & 8)		Total	
	n	%	n	%	n	%	n	%	N	%
Male	3	10.3	5	17.2	12	41.4	9	31	29	100
Female	0	0	3	50	2	33.3	1	16.7	6	100
Total	3	8.6	8	22.9	14	40	10	28.6	35	100

Spearman correlation coefficient = -0.130, Exact significance level (P) = 0.455

These results show that the majority of the respondents (68.6%) are desirably proficient in the formulation of project objectives which are both integrated and give direction, within the same percentage, only 28.6% reveals an excellent proficiency. Regarding gender, 72.4% of the male respondents (21) scored between above average and excellent, while only 50% of the female respondents (3) scored between above average and excellent.

The correlation coefficient shows an insignificant and negative relationship between gender and project objective. These findings disagree with the

research hypothesis that gender has an effect on project objective formulation.

5.3 THE EFFECT OF AGE ON THE PROFICIENCY TO FORMULATE PROJECT OBJECTIVES

A study conducted in Lesotho found that age is one of the factors in favour of good performance and efficiency of extension workers (Mokone, 2005:67).

Table 5.2 gives a summary of the distribution of respondents according to categories of project objective formulation scores and age. This Table indicates that (68.6%) of the respondents, irrespective of their age show a desirable proficiency regarding project objective formulation.

Table 5.2: Distribution of respondents according to objective formulation scores and age

Age categories	Objective formulation categories									
	Poor (3)		Average (4)		Above average (5 & 6)		Excellent (7 & 8)		Total	
	n	%	n	%	n	%	n	%	N	%
<40 years	1	8.3	4	33.3	4	33.3	3	25	12	100
≥40 years	2	8.7	4	17.4	10	43.5	7	30.4	23	100
Total	3	8.6	8	22.9	14	40	10	28.6	35	100

Spearman correlation coefficient = 0.162, Exact significance level (P) = 0.353

Although 68.6% of all the respondents reveal a desirable project objective formulation only 28.6% of out the 68.6% appeared to be excellent. In terms of age categories, 58.3% of the respondents aged less than 40 years scored between above average and excellent whereas 74% of older respondents (≥40 years of age) scored between above average and excellent. This indicates clearly that the older respondents have a better proficiency in the formulation of project objectives.

According to the correlation coefficient, age and project objective formulation are insignificant and positively correlated. However, evidence found that the older respondents, the better their proficiency in the formulation of project objectives.

5.4 THE EFFECT OF QUALIFICATION ON THE PROFICIENCY TO FORMULATE PROJECT OBJECTIVES

A very high level of training does not necessarily produce best results (Perraton, Jamison, Jenkins, Orivel & Wolff, 1983: 20). Table 5.3 shows the respondents according to categories of qualification and project objective formulation scores.

Table 5.3: Distribution of respondents according to objective formulation scores and qualification level

Qualification Level	Project objective formulation categories									
	Poor (3)		Average (4)		Above average (5 & 6)		Excellent (7 & 8)		Total	
	n	%	n	%	n	%	n	%	N	%
NQF Level 5*	1	8.3	1	8.3	7	58.3	3	25	12	100
NQF Level 6**	2	11.8	4	23.5	6	35.3	5	29.4	17	100
NQF Level 7 & 8***	0	0	3	50	1	16.7	2	33.3	6	100
Total	3	8.6	8	22.9	14	40	10	28.6	35	100

*National Diplomas & National Certificates

**National First Degrees, National Higher Diplomas & Advanced Univ. Diplomas

***Masters & Honours Degrees

Spearman correlation coefficient = -0.081, Exact significance level (P) = 0.644

Table 5.3 indicates that qualifications of the respondents do not necessarily influence the proficiency in project objective formulation. This is supported by the percentages shown by the above Table, in which 83.3% of the respondents in possession of a qualification on NQF Level 5 scored between above average and excellent as compared to qualifications on both NQF Level 6 and Level 7 & 8 with 64.7% and 50% respectively. There is however an indication, that in the category of excellent, a linear increase occurs from NQF Level 5 to NQF Level 7&8. A worrying factor nonetheless is that 50% of the respondents with a Level 7&8 qualifications only scores average points with regard to project objective formulation.

The correlation coefficient indicates an insignificant negative relationship between project objective formulation and qualification. This disagrees with the research hypothesis that qualifications have an effect on the proficiency to formulate project objectives. In this research an indication was found that the lower the qualification the better the proficiency to formulate objectives and this finding is in line with the statement made by Perraton et al. (1983).

5.5 THE EFFECT OF FIELD OF SPECIALISATION ON THE PROFICIENCY TO FORMULATE PROJECT OBJECTIVES

Agricultural extension staff needs a broad background in various agricultural disciplines that is, a combination of general agricultural education and skills in working with people. They also need the following as a prerequisite: planning, organising, budgeting and evaluating programmes (North Dakota State University, 2002). The respondents according to field of specialisation were asked to state the objectives of the projects in which they are involved. The results are presented in Table 5.4 below.

Table 5.4: Distribution of respondents according to objective formulation scores and field of specialisation

Field of specialisation categories	Objective formulation categories									
	Poor (3)		Average (4)		Above average (5 & 6)		Excellent (7 & 8)		Total	
	n	%	n	%	n	%	n	%	N	%
Technical specialisation*	1	5	5	25	9	40	5	25	20	100
General agriculture	2	16.7	1	8.3	5	41.6	4	33.3	12	100
Other specialisation**	0	0	2	66.7	0	0	1	33.3	3	100
Total	3	8.6	8	22.9	14	40	10	28.6	35	100

*Animal Production, Crop Production, Pasture Science, etc.

**Extension, Economics & Management

Spearman correlation coefficient = -0.044, Exact significance level (P) = 0.802

The majority of the respondents 20 (57%), indicated that they specialised in a technical field while 12 (34%) indicated general agriculture as their specialised field, whereas only 3 (9%) indicated other fields of specialisation.

About 68.6% of the total respondents scored between above average and excellent and only 28.6% were excellent. Comparatively, both the respondents in possession of general agriculture (33.3%) and other specialisation (33.3%) showed an excellent proficiency and compared to the technically specialised colleagues with 25%. The correlation coefficient shows an insignificant negative relationship between project objective formulation proficiency and specialisation. The research findings do not support the research hypothesis that specialisation has an effect on the proficiency to formulate project objectives.

5.6 THE EFFECT OF THE EXTENSION WORKERS' RANK ON PROJECT OBJECTIVE FORMULATION PROFICIENCY

Table 5.5 represents the relationship between the extension workers' rank (normally linked to a qualification) and the proficiency to formulate project objectives and according to Table 5.5, 68.6% of all the respondents scored between above average and excellent. It also indicates that among the technicians 72.3% possess a proficiency of between above average and excellent in project objective formulation. Given the fact that technicians are responsible for the daily extension activities at grassroots level, the results imply that technicians seem to have a good understanding of what meaningful objectives are. The category of excellent proficiency to formulate project objectives is dominated by technicians (70%). There is however room for improvement, provided that the 31.5% of the respondents who discloses only an average or even poor ability, is addressed.

Table 5.5: Distribution of respondents according to objective formulation scores and rank

Rank categories	Objective formulation categories									
	Poor (3)		Average (4)		Above average (5 & 6)		Excellent (7 & 8)		Total	
	n	%	n	%	n	%	n	%	N	%
Divisional Manager	0	0	1	50	0	0	1	50	2	100
Agricultural Scientist	0	0	2	50	0	0	2	50	4	100
Agricultural Technician	3	10.3	5	17.2	14	48.2	7	24.1	29	100
Total	3	8.6	8	22.9	14	40	10	28.6	35	100

Spearman correlation coefficient = 0.044, Exact significance level (P) = 0.806

The correlation coefficient indicates that the respondents' proficiency to formulate project objectives and rank are insignificantly positively correlated.

This is not in full support of the research hypothesis that rank has an influence on the proficiency to formulate project objectives. Although the number of respondents is small there is an indication that Agricultural scientists (50%) reveal an excellent proficiency in project objective formulation.

5.7 THE EFFECT OF YEARS OF SERVICE ON THE PROFICIENCY TO FORMULATE PROJECT OBJECTIVES

Employee's experience must never be underestimated. Those employees who served a high number of years in a certain field develop expertise through experience and thus become more skilful and competent in performing their tasks (Mathabatha, 2005). Table 5.6 shows the respondents' experience and their proficiency to formulate project objectives.

In comparing the two experience categories, the less experienced respondents, who scored between above average and excellent, were 70% and their more experienced counterparts, who scored between above average and excellent, formed only 66.7%. More significant however is that within the category of Excellent, a total of 70% of the respondents have less than 16 years of experience, while only 30% have more than 16 years of experience.

The data in Table 5.6 also indicates a linear increase from category: Poor(1) to Excellent (7) in the number of respondents within the years of service category ≤15 years while in the years of service category ≥16 years indicated a decrease in the number (3) of respondents in the category: Excellent. The less experienced the respondents, the better their performance to formulate project objectives. This could be because of the fact that the more experienced extension workers were not so much exposed to working with projects in the past than today. This is in contrast with what Mathabatha (2005) has revealed.

Table 5. 6: Distribution of respondents according to objective formulation scores and years of service

Categories of experience	Objective formulation categories									
	Poor (3)		Average (4)		Above average (5 & 6)		Excellent (7 & 8)		Total	
	n	%	N	%	n	%	n	%	N	%
≤15 years	1	5	5	25	7	35	7	35	20	100
≥16 years	2	13.3	3	20	7	46.7	3	20	15	100
Total	3	8.6	8	22.9	14	40	10	28.6	35	100

Spearman correlation coefficient = -0.058, Exact significance level (P) = 0.750

The correlation coefficient indicates that there is an insignificant negative relationship between proficiency to formulate project objectives and years of service (experience). This disagrees with the research hypothesis that years of service have an effect on the proficiency to formulate project objectives.

5.8 KNOWLEDGE AS AN INDEPENDENT VARIABLE

The respondents' knowledge about project objective formulation as an independent variable can play a very important role to bring about behaviour change.

Only 28.6% (10) of the respondents clearly reveals an excellent proficiency to formulate objectives. The objectives as stated by respondents adhere to the following criteria:

- Integration
- Direction
- Dimension (Specific, measurable, and achievable)

There is, therefore a clear lack of skills with regard to objective formulation.

5.9 CONCLUSION

This chapter determined and discusses the influence of the independent variables: gender, age, level of qualification, field of specialisation, rank, and years of service on the proficiency to formulate project objectives. It further, tends to determine any correlation between the categories. It was found that in spite of the insignificances shown by the correlation coefficients, Table 5.2 indicates that age of the respondents has an effect on the proficiency to formulate project objectives due to the fact that the older they become the better the proficiency. With regard to gender 72% of the male respondents disclose an above and even excellent ability to formulate project objectives against only 50% females in the same categories.

Qualification appears to be a concerning aspect due to the fact that 50% in possession of NQF Level 7&8 only scored average points with regard to project objective formulation while 83% of the respondents with a Level 5 qualification scored the same points

There is a linear decrease in the percentage of respondents disclosing an above average and excellent ability to formulate objectives within the three qualification categories namely:

- NQF Level 5: 83%
- NQF Level 6: 65%
- NQF Level 7&8: 50%

A total of 58% of the respondents with an above average and excellent ability to formulate objectives are technically specialising, against 38% specialising in general agricultural and only 4% specialising in another field. The majority (70%) of the respondents who discloses an excellent ability to formulate objectives do have 15 years or less experience while only 30% disclosing the

same ability has 16 years or more experience. Another concerning aspect is that 31.5% of the respondents in all ranks indicated only an average and even below average ability to formulate project objectives.

CHAPTER 6

THE EFFECT OF INDEPENDENT VARIABLES ON THE FREQUENCY AT WHICH PROJECTS ARE EVALUATED

6.1 INTRODUCTION

This chapter places focus on the effect of independent variables such as age, gender, qualification, field of technical specialisation, rank, and years of service on the frequency at which the respondents evaluate their respective projects.

The respondents were asked to state on their questionnaires, as to how often do they evaluate their projects. Their responses were captured according to the following four categories: after completion of every activity; monthly or less; quarterly and annually.

6.2 THE EFFECT OF GENDER ON THE FREQUENCY OF PROJECT EVALUATION

Gender has proven to be an essential variable for analysing roles, responsibilities, constraints, opportunities, incentives, costs, and benefits in agriculture (Jiggins, Samanta, & Olawoye, (1998) and evaluation of working activities is an essential responsibility of an extension worker. Table 6.1 reveals that 17 of the respondents (51.5%) evaluate their respective projects on a monthly or less basis, 30% does it quarterly, 12.5% after each activity and only 6% evaluate their projects annually.

Table 6.1: Distribution of respondents according to the frequency of project evaluation and gender

Gender Categories	Evaluation frequency									
	Annually		Quarterly		Monthly or less		After completion of every activity		Total	
	n	%	n	%	n	%	n	%	N	%
Male	2	6.9	9	31	15	51.7	3	10.3	29	100
Female	0	0	1	25	2	50	1	25	4	100
Total	2	6.1	10	30.3	17	51.5	4	12.5	33	100

Spearman correlation coefficient = 0.139, Exact significance (P) = 0.505

With regard to gender, the results also show that 88.2% (15) of the respondents that evaluate their projects on a monthly or less basis is male while only 11.8% (2) is female. It is also evident that of the respondents who evaluate their projects on quarterly basis, 90% is male with their female counterparts constituting only 10%.

The correlation coefficient shows an insignificant positive relationship between project evaluation frequency and gender of the respondents. The majority of male (51.7%) and female (50%) respondents indicated that they evaluate project activities on a monthly or less basis.

6.3 THE EFFECT OF AGE ON THE FREQUENCY OF PROJECT EVALUATION

Age is often regarded as an important behaviour determining characteristic. Table 6.2 shows the frequency at which the respondents evaluate their respective projects according to age.

Table 6.2: Distribution of respondents according to the frequency of project evaluation and age

Age categories	Evaluation frequency									
	Annually		Quarterly		Monthly or less		After completion of every activity		Total	
	n	%	n	%	n	%	n	%	N	%
< 40 years	0	0	1	10	7	70	2	20	10	100
≥40 years	2	8.7	9	39.1	10	43.5	2	8.7	23	100
Total	2	6.1	10	30.3	17	51.5	4	12.1	33	100

Spearman correlation coefficient = -0.360, Exact significance (P) = 0.041

About (51.5%) of the respondents indicated that they evaluate their projects on either monthly or weekly basis. In terms of age categories, the respondents aged below 40 years constitute 70% while their older counterparts (≥ 40 years of age) constitute only 43.5%.

The correlation coefficient shows that there is a significant negative relationship (p= 0.041) between the frequency of project evaluation and age. The younger the respondents (70% compared to 43.5%), the more they tend to evaluate on a monthly or less basis and the older they are (39.1% compared to 10%), the more they tend to evaluate on a quarterly basis.

6.4 THE EFFECT OF QUALIFICATION ON THE FREQUENCY OF PROJECT EVALUATION

Education is one of the factors that can be assumed to be contributing to both an individual's efficiency and effectiveness. Table 6.3 presents the respondents' project evaluation frequency according to qualification.

Table 6.3: Distribution of respondents according to the frequency of project evaluation and qualification

Level of qualification categories	Evaluation frequency									
	Annually		Quarterly		Monthly or less		After completion of every activity		Total	
	n	%	n	%	n	%	n	%	N	%
NQF Level 5*	1	9.1	3	27.3	6	54.5	1	9.1	11	100
NQF Level 6**	1	6.3	3	18.8	9	56.3	3	18.8	16	100
NQF Level 7 & 8***	0	0	4	66.7	2	33.3	0	0	6	100
Total	2	6.1	10	30.3	17	51.5	4	12.1	33	100

*National Diplomas & National Certificates

**National First Degrees, National Higher Diplomas & Advanced Univ. Diplomas

***Masters & Honours Degrees

Spearman correlation coefficient = -0.102, Exact significance (P) = 0.569

As previously indicated the majority of the respondents, namely (51.5 %) evaluate the projects on either monthly or less basis. Only 33.3% of the respondents with a Level 7 & 8 qualification evaluate their projects on a monthly and less basis. The majority of respondents in this category only evaluates quarterly.

Spearman's correlation coefficient does not indicate any significant difference between the levels of education and evaluation frequency. A noticeable difference that occurred is where 19% of the respondents with a Level 6 qualification and 9% with a Level 5 qualification evaluate the projects after completion of every activity.

Another noticeable aspect is the fact that 67% respondents with Level 7&8 qualifications, 19% with a Level 6 qualification and 27% with a Level 5 qualification evaluate projects on a quarterly basis. There is therefore an

indication that higher the qualification the less the frequency to evaluate the projects.

6.5 THE EFFECT OF FIELD OF SPECIALISATION ON THE FREQUENCY OF PROJECT EVALUATION

Field of academic specialisation is often assumed to have positive effects on day to day work-related activities of employees. These assumptions prompt researchers to scrutinize reliability and validity of such information. The respondents were asked to indicate the frequency of evaluating projects in which they are involved, and the responses were related to field of academic specialisation. The results are presented in Table 6.4 below.

Table 6.4: Distribution of respondents according to the frequency of project evaluation and field of specialisation

Categories: Field of Specialisation	Evaluation frequency									
	Annually		Quarterly		Monthly or less		After completion of every activity		Total	
	n	%	n	%	n	%	n	%	N	%
Technical specialisation*	1	5.9	6	35.3	9	52.9	1	5.9	17	100
General agriculture	0	0	2	16.7	8	66.7	2	16.7	12	100
Other specialisation**	1	25	2	50	0	0	1	25	4	100
Total	2	6.1	10	30.3	17	51.5	4	12.1	33	100

*Animal Production, Crop Production, Pasture Science, etc.

**Extension, Economics & Management

Spearman correlation coefficient = 0.064, Exact significance (P) = 0.737

According to Spearman's correlation coefficient there is no significant difference between the categories of specialisation and evaluation frequency.

Of the 17 respondents that appeared to be evaluating their projects on either monthly or less basis, 53% is in possession of a technical agriculture qualification while 47% (8) is specialising in general agriculture.

The majority of respondents (53%) in the technical field of specialisation and 67% of the general agriculture field of specialisation evaluate the project on a monthly or less frequency.

Interesting again, is the fact that the majority (50%) of the respondents in the field of other specialisation evaluate the projects on a quarterly basis. This result links directly to the result in Table 6.3, namely respondents with a qualification on NQF Level 7&8. However, it seems as if respondents with a general agricultural qualification do evaluate their projects more frequently than those with a technical or specialised field of training.

6.6 THE EFFECT OF RANK ON THE FREQUENCY OF PROJECT EVALUATION

There is a viewpoint that employees who occupy higher job positions are more competent compared to colleagues occupying lower positions. This calls for more evidence to serve as a justification. Table 6.5 represents the relationship between the respondents' rank and the frequency at which they evaluate projects.

Table 6.5: Distribution of respondents according to the frequency of project evaluation and rank

Occupation Rank categories	Evaluation frequency									
	Annually		Quarterly		Monthly or less		After completion of every activity		Total	
	n	%	n	%	n	%	n	%	N	%
Divisional Manager	0	0	2	66.7	1	33.3	0	0	3	100
Agricultural Scientist	0	0	1	33.3	2	66.7	0	0	3	100
Agricultural Technician	2	7.4	7	25.9	14	51.9	4	14.8	27	100
Total	2	6.1	10	30.3	17	51.5	4	12.1	33	100

Spearman correlation coefficient = 0.110, Exact significance (P) = 0.614

According to Table 6.5, 51.5% of all the respondents evaluate projects on a monthly or less basis, namely: agricultural scientists (66.7%), agricultural technicians (51.9%) and divisional managers (33.3%). Another noticeable difference is that divisional managers (66.7%) evaluate their projects on a quarterly basis compares to the agricultural technicians (25.9%) and agricultural scientists (33.3%) respectively. These differences can be attributed to specific roles that each staff member plays; however, a worrying factor is that only 51.9% of agricultural technicians, who work at village level, evaluate projects on a monthly or less basis.

The correlation coefficient indicates that the respondents' frequency of project evaluation and rank are insignificantly positively correlated. This is not in full support of the research hypothesis that rank has an effect on the frequency at which projects are evaluated.

6.7 THE EFFECT OF YEARS OF SERVICE ON THE FREQUENCY OF PROJECT EVALUATION

There is an old saying experience is the best teacher. The general assumption is that the experienced individuals perform best. According to the Table below this saying is definitely not true.

Table 6.6: Distribution of respondents according to project evaluation frequency and years of service

Categories: Years of experience	Evaluation frequency									
	Annually		Quarterly		Monthly or less		After completion of every activity		Total	
	n	%	n	%	n	%	n	%	N	%
≤15 years	0	0	4	22.2	10	55.6	4	22.2	18	100
≥16 years	2	13.3	6	40	7	46.7	0	0	15	100
Total	2	6.1	10	30.3	17	51.5	4	12.1	33	100

Spearman correlation coefficient = -0.420, Exact significance (P) = 0.003

A highly significant negative difference (p=0.003) occurs between years of service and evaluation frequency. Significantly more of the respondents with 15 years or less experience evaluate projects more frequently than the respondents with 16 years or more experience.

There is therefore a clear and significant difference between respondents with 15 years or less experience against respondents with 16 years or more. The less the experience the more the respondents tend to evaluate their projects more frequently, namely: monthly or less 57% against 47% and after completion of every activity 22% against 0%.

6.8 CONCLUSION

This chapter looked into the effect of the following independent variables: gender, age, level of qualification, field of specialisation, rank and years of service on the frequency of project evaluation. It additionally determined correlations between the different categories.

Table 6.2 indicates that age of the respondents has an effect on the frequency at which projects are evaluated in that the younger respondents more frequently evaluate their projects than the older respondents ($r= -0.360$; $p=0.041$).

Qualification seems to be a concerning factor due to the fact that only 33.3% in possession of NQF level 7&8 evaluate projects on a monthly or less basis, while clearly more respondents with a lower level of qualification evaluate their projects more frequently.

Slightly more respondents (53%) with a technical specialisation than respondents (47%) who specialises in general agriculture evaluate their projects on a monthly or less basis.

A highly significant difference occurs with regard to years of service and frequency of evaluation whereby respondents with 15 years or less experience more frequently evaluate their projects than the respondents with 16 years or more experience.

Another concerning aspect is that the agricultural technicians seem to be having limited responsibility of evaluating projects in which they are involved.

CHAPTER 7

THE EFFECT OF INDEPENDENT VARIABLES ON COMMITTEE INVOLVEMENT IN EVALUATION

7.1 INTRODUCTION

Independent variables such as gender, age, level of qualification, field of specialisation, rank, and years of experience have previously been tested against a wide range of other variables to check the extent to which they have an effect on them. This chapter focus on the effect of these independent variables on the respondents' knowledge (intervening variable) with regard to project committee involvement in evaluation.

The respondents were asked if they knew their respective projects' committee members, their responsibilities and to describe how involved the project beneficiaries are, in evaluation. These two questions were integrated to form a new variable (project committee involvement in evaluation), which had the following options: no committee; know committee members by names; and know committee members' involvement.

7.2 THE EFFECT OF GENDER ON COMMITTEE INVOLVEMENT IN EVALUATION

As indicated in paragraph 6.2, gender has proven to be an essential variable for analysing roles, responsibilities, constraints, opportunities, incentives, costs, and benefits in agriculture. Table 7.1 presents respondents' knowledge with regard to project committee members' involvement in evaluation and according to gender.

Table 7.1: Distribution of respondents according to committee involvement in evaluation and gender

Categories: Gender	Committee involvement in evaluation							
	No committee		Know them by names		Know them by involvement		Total	
	n	%	n	%	n	%	N	%
Male	3	10	17	56.7	10	33.3	30	100
Female	2	28.6	4	57.1	1	14.3	7	100
Total	5	13.5	21	56.8	11	29.7	37	100

Spearman correlation = -0.226, Exact significance (p) = 0.191

It is clear from Table 7.1 that out of 37 respondents, 13.5% have no project committees, 56.8% know their project committee members by name, while only 29.7% know their project committee members' involvement in evaluation. This in terms of gender categories show that within the male category, 10% have no project committees, 56.7% know their project committee members by name, and the remaining 33.3% know their project committee members' involvement in evaluation. In the female category; 28.6% have no committees, 57.1% know their project committee members by names and only 14.3% know their project committee members' involvement in evaluation.

Overall, there is lack of knowledge of what committee members' responsibilities are. This situation is even worse within the female category than in male category. The reasons are not clear but lack of participation by extension staff in committee activities could possibly have played a role, or even more problematic, that committee members do not participate in project activities.

It is evident from the correlation results that gender of the respondents and project committee members involvement in evaluation are insignificantly negatively related (r=-0.226, p=0.191). This conflicts with the research

hypothesis that gender of the respondent has an effect on project committee involvement in evaluation. There are however some clear differences that occur between male and female respondents as indicated above.

7.3 THE EFFECT OF AGE ON COMMITTEE INVOLVEMENT IN EVALUATION

Mokone (2005:67) found that age favours good performance and efficiency of extension workers. Table 7.2 summarises the respondents' knowledge with regard to project committee members' involvement and age.

Table 7.2: Distribution of respondents according to committee involvement in evaluation and age

Categories: Age	Committee involvement in evaluation							
	No committee		Know them by names		Know them by involvement		Total	
	n	%	n	%	n	%	N	%
< 40 Years	3	23.1	7	53.8	3	23.1	13	100
≥40 years	2	8.3	14	58.3	8	33.3	24	100
Total	5	13.5	21	56.8	11	29.7	37	100

Spearman correlation = 0.179, Exact significance (p) = 0.314

This table indicates that only 5 respondents (13.5%) have no project committees, 21 respondents (56.8%) know their project committee members by name, while only 11 respondents (29.7%) know their project committee members' involvement in evaluation. Age categories reveal that 23.1% of the respondents under the age of 40 years know their respective project committee members' involvement in evaluation while 33.3% of the older age group (≥40 years) know their respective project committee members' involvement in evaluation.

The correlation coefficient shows an insignificant positive relationship (r=0.179, p=0.314) between the project committee involvement in evaluation and age. Although the differences between the two categories are not significant there is specifically a clear difference between the respondents in the two categories with regard to knowing the beneficiaries involved in evaluating the projects as mentioned above. This is an indication that the older respondents do have a better knowledge of the beneficiaries' involvement than the younger respondents.

7.4 THE EFFECT OF QUALIFICATION ON COMMITTEE INVOLVEMENT IN EVALUATION

Perraton et al. (1983:20) states that a very high level of training does not necessarily produce best results. Table 7.3 presents the respondents' knowledge about project committee members' involvement according to qualification.

Table 7.3: Respondent's knowledge about project committee involvement in evaluation according to different qualification levels

Level of qualification categories:	Committee involvement in evaluation							
	No committee		Know them by names		Know them by involvement		Total	
	n	%	n	%	n	%	N	%
NQF Level 5*	2	15.4	8	61.5	3	23.1	13	100
NQF Level 6**	1	5.6	11	61.1	6	33.3	18	100
NQF Level 7 & 8***	2	33.3	2	33.3	2	33.3	6	100
Total	5	13.5	21	56.8	11	29.7	37	100

Spearman correlation = 0.035, Exact significance (p) = 0.843

*National Diplomas & National Certificates

**National First Degrees, National Higher Diplomas & Advanced Univ. Diplomas

***Masters & Honours Degrees

According to Table 7.3, 13.5% of the respondents have no project committees, 56.8% know their project committee members by name, while only 29.7% know their project committee members' involvement in evaluation. On the basis of qualification level, there is a clear difference where only 23.1% of the least qualified respondents (NQF Level 5) know their respective projects committees by involvement in evaluation while 33% of NQF level 6 and 33% of NQF level 7&8 know the committee by their involvement in evaluation.

Although not significant, there is evidence that the higher the qualification, the better the knowledge of the respondents with regard to committee involvement. With regard to the category: "Knowing them by names", there is a clear difference in favour of the two lower levels of qualification (61%) than the respondents in the higher NQF Level (33%). The possible reason for this difference could be that respondents with the lower levels of qualification work more closely with project beneficiaries and the respondents with a higher level could be more involved in other activities and/or responsibilities.

There is an insignificant positive relationship ($r=0.035$, $p=0.843$) between the project committee involvement in evaluation and qualification. Although the relationship is insignificant, the research results indicated clearly that the higher the qualification the better respondents' knowledge with regard to committee members involvement in evaluation.

7.5 THE EFFECT OF FIELD OF SPECIALISATION ON COMMITTEE INVOLVEMENT IN EVALUATION

North Dakota State University (2002) indicates that agricultural extension staff needs a broad background in various agricultural disciplines that is a combination of general agricultural education and skills in working with people. They also need knowledge about evaluation of programmes as a

prerequisite. The results in Table 7.4 present the respondents' knowledge about project committee involvement and according to respondents' field of academic specialisation.

Table 7.4: Distribution of respondents according to their knowledge about committee involvement in evaluation and field of specialisation

Categories: Field of specialisation	Committee involvement in evaluation							
	No committee		Know them by names		Know them by involvement		Total	
	n	%	n	%	n	%	N	%
Technical specialisation*	5	23.8	10	47.2	6	28.6	21	100
General agriculture	0	0	9	69.2	4	30.8	13	100
Other specialisation**	0	0	2	66.7	1	33.3	3	100
Total	5	13.5	21	56.8	11	29.7	37	100

Spearman correlation = 0.182, Exact significance (p) = 0.285

*Animal Production, Crop Production, Pasture Science, etc.

**Extension, Economics & Management

The majority of respondents in the three categories of specialisation only know their committee members by name, namely:

- Technical specialisation: 47%
- General agriculture: 69%
- Other specialisation: 67%

Within the same category of "Knowing them by name", 48% (10) respondents specialises in a technical field, 43% (9) in a general agriculture field and only 9% (2) in another field of specialisation.

It is however clear that with regard to respondents' knowledge about committee involvement in project evaluation a clear difference occurs,

whereby 55% (6) respondents with technical specialisation, 36% (4) with a general agriculture specialisation and only 9% (1) with another field of specialisation do know to what extent their committee members are involved in project evaluation.

The Spearman correlation coefficient shows that there is an insignificantly positive relationship (r=0.182, p=0.285) between project committee involvement in evaluation and field of specialisation. Although the differences are not significant there is a difference as mentioned above and in favour of the respondents with a technical specialisation.

7.6 THE EFFECT OF EXTENSIONISTS' RANK ON COMMITTEE INVOLVEMENT IN EVALUATION

There is an assumption that higher ranks are associated with high competence and efficiency levels. The relationship between the respondents' rank and their knowledge with regard to involvement of project committees in evaluation, are summarised in Table 7.5.

Table 7.5: Distribution of respondents' according to committee involvement in evaluation and respondents' rank categories

Occupation Rank Categories:	Committee involvement in evaluation							
	No committee		Know them by names		Know them by involvement		Total	
	n	%	n	%	n	%	N	%
Divisional Manager	0	0	0	0	2	100	2	100
Agricultural Scientist	2	50	2	50	0	0	4	100
Agricultural Technician	3	9.7	19	61.3	9	29	31	100
Total	5	13.5	21	56.8	11	29.7	37	100

Spearman correlation = -0.456, Exact significance (p) = 0.006

The results (Table 7.5) suggest that both the divisional managers (100%) who are directly involved with projects know their respective committee members by involvement in evaluation, whereas only 29% of agricultural technicians know project committee members by involvement. The problem is that only 29% of the agricultural technicians and none of the agricultural scientists have knowledge about committee members' involvement in evaluation. This would simply mean that there is a need for participatory evaluation training or education for scientists and technicians because of the huge and noticeable difference on their knowledge with regard to committee members' involvement in evaluation.

The relationship between the project committee involvement in evaluation and rank is negatively highly significant ($r=-0.456$, $p=0.006$), which is in favour of the research assumption that rank of the respondents' knowledge has an effect on project committee involvement in evaluation. The fact that it is negative indicates the following:

- No committee: The higher the rank the lower the percentage (50%) that does not have a committee
- Know them by names: Agricultural technicians clearly indicate (61%) a better knowledge of committee members' names than the Agricultural scientists (50%)
- Knowing committee members' involvement: Divisional managers' knowledge (100%) is significantly better than Agricultural technicians (29%).

7.7 THE EFFECT OF YEARS OF SERVICE ON COMMITTEE INVOLVEMENT IN EVALUATION

There is a general assumption that individuals who have gained practical experience over many years are likely to have a more positive effect than their less experienced counterparts. Table 7.6 highlights the respondents'

experience and their knowledge about project committee involvement in evaluation.

Table 7.6: Distribution of respondents according to knowledge about committee involvement in evaluation and respondents' years of service categories

Years of Experience	Committee involvement in evaluation							
	No committee		Know them by names		Know them by involvement		Total	
	n	%	n	%	n	%	N	%
≤15 years	4	18.2	12	54.5	6	27.3	22	100
≥16 years	1	6.7	9	60	5	33.3	15	100
Total	5	13.5	21	56.8	11	29.7	37	100

Spearman correlation = 0.128, Exact significance (p) = 0.508

According to the correlation results, the relationship between the project committee involvement in evaluation and rank is positively insignificant (r=0.128, p=0.508). Slight differences do however occur namely in favour of the more experienced category of years of service:

- Know them by name: 60% versus 55%
- Know them by involvement: 33% versus 27%

There is therefore an indication that the more experienced respondents do have a better knowledge about committee members' involvement in evaluation.

7.8 CONCLUSION

The effect of independent variables on committee members' involvement in the evaluation of projects is as follow:

7.8.1 Gender

i) The majority of male and female respondents only know their committee members by their names.

ii) There are significantly more male respondents (11) knowing the extent to which the committee members are involved than female (1) respondents.

7.8.2 Age

i) There are significantly more respondents (67%) in the older age category who know the committee members by name than in the younger age category (33%).

ii) The same tendency occurs with regard to respondents who know their committee members involvement in evaluation.

7.8.3 Qualification

A clear indication occurs, whereby more respondents with a NQF Level 6 and NQF Level 7 & 8 qualifications know their committee members' involvement in project evaluation than in the other Levels of qualification.

7.8.4 Field of specialisation

Although not a significantly clear difference occurs with regard to field of specialisation where more respondents (16) with a technical specialisation field know their committee members by name and their involvement in evaluation than respondents (13) with a general agricultural qualification and respondents(3) with other fields of specialisation.

7.8.5 Rank

i) A highly significant but negative relationship occurs, indicating that more agricultural technicians do know their committee members by name and their involvement in evaluation against divisional managers and agricultural scientists.

ii) It can be concluded that agricultural technicians are clearly the people who work with the committees in project evaluation.

7.8.6 Years of service

The more experienced the respondents are, the more they know their committee members by name (60% versus 50%) and the more they know their involvement in evaluation (33% versus 27%) than the respondents with less years of service.

7.9 KNOWLEDGE OF MEMBERS INVOLVEMENT /PARTICIPATION

According to the research findings, only 29.7% (11) of the respondents could clearly indicate that they know exactly what the role of each committee member is, in the process of evaluation.

Today it is common understanding that if people are not involved (do not participate) they do not take responsibilities (be accountable) for their actions and they are not prepared to be accountable for what has taken place.

This aspect needs urgent attention to ensure accountability of project activities by all role players involved in the project.

CHAPTER 8

THE EFFECT OF THE PERFORMANCE DEVELOPMENT AND MANAGEMENT SYSTEM (PMDS) RATING ON PROJECT OBJECTIVE FORMULATION PROFICIENCY, FREQUENCY OF EVALUATION, AND COMMITTEE INVOLVEMENT IN EVALUATION

8.1 INTRODUCTION

This chapter outlines the effect of Performance Management and Development System (PMDS – a system for public servants that serves as a management tool through which the standard of efficiency can be upgraded in order to improve not only the quality of service delivery, but to improve the standard of performance, to enhance and build capacity and to have a skilled and professional public service) rating of the respondents on the proficiency of project objective formulation; frequency at which projects are evaluated; and project committee involvement in evaluation.

8.2 THE EFFECT OF PMDS RATING ON PROJECT OBJECTIVE FORMULATION PROFICIENCY

High PMDS rating is often assumed to be associated with high performance of employees. However, no literature is available regarding the effect of PMDS rating.

Respondents' proficiency to formulate objectives in relation to their PMDS rating is presented in the table below.

Table 8.1: Distribution of respondents' proficiency to formulate objectives according to the PMDS rating

PMDS categories	Objective formulation proficiency									
	Poor (3)		Average (4)		Above average (5 & 6)		Excellent (7 & 8)		Total	
	n	%	n	%	n	%	n	%	N	%
0 – 49	0	0	0	0	4	100	0	0	4	100
50 – 69	0	0	3	20	7	46.7	5	33.3	15	100
70 – 100	2	15.4	5	38.5	3	23.1	3	23.1	13	100
Total	2	6	8	25	14	44	8	25	32	100

Spearman correlation = -0.193, Exact significance (p) = 0.288

Table 8.1 indicates that 100% of the respondents with a PMDS rating of 0 - 49% (poor proficiency) scored above average as compared to both PMDS rating of 50-69 % and 70- 100% with 46.7% and 23.1% respectively. Also, in the same category of above average, there is a linear decrease in objective formulation proficiency from 0 - 49% rating through 50 – 69% rating to 70 – 100% rating. A worrying factor is that 15.4% of the respondents with a PMDS rating of 70 -100% scored poor (3) and 38.5% scored average (4) points with regard to proficiency in formulating project objectives.

A total of 54% of respondents with the highest PMDS rating only discloses an average and even poor proficiency to formulate objectives. Thirty three percent of respondents with an average (50 -69) PMDS rating discloses an excellent proficiency to formulate objectives, against only 23% with a PMDS rating of between 70 - 100 score.

Although the correlation coefficient indicates an insignificant negative relationship between project objective formulation and PMDS rating there is a clear indication, the higher the PMDS rating the lower the proficiency to formulate project objectives. This do, to some extent, disagree with the

research hypothesis that PMDS ratings have an effect on the proficiency to formulate objectives.

8.3 THE EFFECT OF PMDS RATING ON COMMITTEE INVOLVEMENT IN EVALUATION

As indicated in par. 8.2 high PMDS rating is often thought to be linked with high performance of employees. Table 8.2 presents the respondents' knowledge about project committee members' involvement in relation to PMDS rating.

Table 8.2: Respondent's according to PMDS rating and their knowledge about project committee involvement in evaluation

PMDS rating categories:	Committee involvement in evaluation							
	No committee		Know members by names		Know members by involvement		Total	
	n	%	n	%	n	%	N	%
0 – 49	1	25	1	25	2	50	4	100
50 – 69	2	12.5	11	68.8	3	18.8	16	100
70 – 100	2	15.4	6	46.2	5	38.5	13	100
Total	5	15.2	18	54.5	10	30.3	33	100

Spearman correlation = 0.060, Exact significance (p) = 0.745

According to Table 8.2, 15.2% of the respondents have no project committees, 54.5% know their project committee members by names, while only 30.3% know their project committee members' involvement in evaluation. On account of PMDS rating, there is a clear difference where 50% of the least PMDS rated respondents (0 - 49%) know their respective projects committees by involvement in evaluation while 18.8 % with a PMDS rating 50 – 69% and 38.5% with a PMDS rating 70 – 100% know the committee by their involvement in evaluation.

Regarding the category, "Know members by name", there is a clear difference in favour of the respondents with the middle PMDS rating of (68.8%) followed by the respondents in the higher PMDS rating category (46.2%).

There is an insignificant positive relationship between the project committee involvement in evaluation and PMDS rating. The disturbing aspect is the fact that more respondents with a high PDMS rating do not have the knowledge about their committees' involvement in evaluation.

8.4 THE EFFECT OF PMDS RATING ON THE FREQUENCY AT WHICH PROJECTS ARE EVALUATED

The Table below shows the respondents' frequency at which projects are evaluated according to the PMDS rating.

Table 8.3: Respondents' frequency at which projects are evaluated according to the PMDS rating

PMDS rating categories:	Frequency at which projects are evaluated									
	Annually		Quarterly		Monthly or less		After completion of every activity		Total	
	n	%	n	%	n	%	n	%	N	%
0 - 49	0	0	2	50	2	50	0	0	4	100
50 - 69	1	8.3	3	25	7	58.3	1	8.3	12	100
70 - 100	1	7.7	4	30.8	5	38.5	3	23.1	13	100
Total	2	6.9	9	31	14	48.3	4	13.8	29	100

Spearman correlation = 0.111, Exact significance (p) = 0.573

The majority of the respondents, namely (48.3 %) evaluate the projects on either monthly or less basis, while only 38.5% of the respondents with a high PMDS rating (70-100%) category also evaluate their projects on a monthly or

less basis, against 58% with a PMDS rating of 50- 69. A total of 38% (11) of all the respondents only evaluates their projects either annually or quarterly.

Spearman's correlation coefficient does not indicate any significant difference between the PMDS ratings and evaluation frequency. A noticeable difference that occurs is, where only 8.3% of the respondents with a PMDS rating 50-69, and 23.1% of the respondents with a PMDS rating 70-100, evaluate the projects after completion of every activity.

Disappointedly again is the fact that very few respondents (4) do evaluate the projects after completion of each activity.

One more evident aspect is the fact that 30.8% (4) of the respondents with 70-100, 25% (3) with 50-69 PMDS rating and 50% (2) with a 0-49 PMDS rating evaluate their projects only on a quarterly basis. This indicates a linear increase in the number of respondents from the lowest PMDS category to the highest category.

8.5 CONCLUSION

In this chapter the effect of Performance Management & Development System (PMDS) rating of the respondents on their project objective formulation proficiency, frequency at which they evaluate projects and project committee involvement in evaluation were studied. The following has been revealed:

8.5.1 Proficiency to formulate project objectives

All the respondents within the lowest PMDS rating category disclose an above average proficiency to formulate project objectives.
A total of 54% of the respondents within the highest PMDS rating category discloses a poor to average proficiency to formulate project objectives.

The majority (80%) of the respondents in the middle PMDS rating category discloses an above average to excellent proficiency to formulate project objectives.

8.5.2 Knowledge of committee involvement in evaluation

Only 19% of the respondents in the middle PMDS rating category does know their members' involvement in evaluation.

A total of 38.5% of respondents within the highest PMDS rating category discloses that they have the knowledge with regard to committee members' involvement in evaluation.

8.5.3 Frequency at which projects are evaluated

A total of 58% of the respondents in the middle PMDS rating category does evaluate their projects on a monthly or less basis while only 8.3% does it after completion of every activity.

38.5% of respondents in the highest PMDS rating category evaluate their projects on a monthly or less basis while only 23% does it after completion of every activity.

It seems as if PMDS rating does not really has an effect on the respondents' proficiency to formulate project objectives, involvement of project committees in evaluation and the frequency at which projects are evaluated. One is however disappointed in the performance of respondents with a high PMDS rating with regard to project evaluation.

CHAPTER 9

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

9.1 INTRODUCTION

The summary, conclusion and recommendations are in consequence to the findings provided in this study and related to stated objectives.

9.2 SUMMARY AND CONCLUSIONS

It is generally accepted that evaluation is one of the key factors in enhancing the effectiveness and efficiency of extension, and in fact, one of the major purposes of evaluation is to improve present and future extension (Düvel, 1998).

It, therefore, places high professional and scientific demands on extension workers when done properly. In extension according to Düvel (2002a), the term evaluation refers to a periodic assessment of the relevance, performance, efficiency, and impact of a project or activity in relation to its objectives that should be achieved.

Meaningful evaluations are only possible with clearly defined objectives and that the increasing importance and accountability justifies a clear indication to managers, sponsors, and clients as to how and when the evaluation is to be done (Anandajayasekeram et al., 2004).

The North West Province has in its attempt to support farmers, implemented the following programmes:

Comprehensive Agriculture Support Programme has been designed to provide post settlement support to the targeted beneficiaries who include: the hungry; subsistence and household producers; farmers; and agricultural macro-systems within the consumer environment.

Food Security consists of two dimensions. The first dimension is national food security which seeks to maintain and increase the ability of the country to meet its national food requirements. The second dimension is household food security, which seeks to eradicate the widespread inequalities and grinding poverty among the majority of households that is manifested by inadequate and unstable food supplies, lack of purchasing power, weak institutional support networks, poor nutrition, inadequate safety nets, weak food emergency management systems and unemployment.

Land Redistribution for Agricultural Development (LRAD) that is one of the three distinct land reform sub-programmes. The purpose of LRAD is to increase access to agricultural land by black people and to contribute to the distribution of approximately 30% of the country's commercial land over the duration of the programme. LRAD is designed to provide grants to the beneficiaries to access land specifically for agricultural purposes, namely for land acquisition, land improvements, infrastructure investments and capital assets.

LandCare, which is a concept involving a process of participation that focuses on involving local people taking local action in their local area' to achieve sustainable land use and management. LandCare includes individual and group activities directed at on-ground action. It also provides an opportunity for local landholders to take a leading and responsible role in planning and undertaking activities to conserve their most important assets. LandCare encourages community interest and action through the formation of LandCare groups. These LandCare groups assess local problems, determine

priorities and undertake action. Local leadership and initiative leads to a greater understanding of issues.

9.2.1 Demographic characteristics of the respondents

Bojanala Extension Region in general has less female extension staff as reflected from the respondents' gender. Approximately 70% of these respondents are relatively old (40 years and older). The majority of the respondents are in possession of technically specialised qualifications and 80% of extension workers are agricultural technicians. A total of 72% of them has more than 10 years of experience. With regard to their performance approximately 42% received a PMDS rating of 70% and more, an indication of excellent performance.

9.2.2 Project performance

A total of 474 agricultural projects were implemented in the Bojanala Extension Region with a project failure rate of 10% (45). With regard to departmental programmes (National) the failure rate is the following:

- LRAD: 16%
- LandCare: 5.5%
- Food Security: 9%.

In contrast only 7.7% of the technically agricultural advised projects failed. It is also clear that the project objectives are often not clear, specific and measurable and ultimately make it difficult to evaluate.

9.2.3 Proficiency to formulate project objectives (Integration, direction and criteria) and the effect of the independent variables.

Only 28.6% of all the respondents do have an excellent proficiency to formulate objectives. According to the study results, age appears to have an effect on the proficiency to formulate objectives and although the difference is not significant, it seems that the older respondents (≤ 40 years) do have a better proficiency to formulate project objectives. Another indication is that a higher qualification does not necessarily mean the better the proficiency to formulate objectives.

Gender, field of specialization, rank and years of service do not have an effect on respondents proficiency to formulate objectives.

9.2.4 The frequency at which projects are evaluated and the effect of the independent variables

Only 12.5% of the respondents evaluate the projects after every activity while 36.4% only evaluate quarterly or annually which is not effective. The results show that age of the respondents has a negative but significant (p=0.04) effect on the frequency at which the respondents evaluate their respective projects, namely the younger the respondents, the more frequently they evaluate their projects.

A highly significant difference (p=0.003) occurs with regard to years of service and the frequency of evaluation namely, the less the experience (≤ 15 years) the more frequently they evaluates their projects.

The independent variables namely gender; qualification; field of specialization and rank do not have an effect on the frequency at which projects are being evaluated.

9.2.5 Committee involvement in project evaluation

Only 30% of the respondents know their committee members and their involvement in project evaluation while 57% only knows them by names and not to what extent they are involved.

A highly significant but negative relationship occurs with regard to the rank of extension workers and their knowledge about the committee involvement in evaluation. Significantly more respondents (p= 0.006) with the rank of agricultural technician know their committee members by name and their involvement in evaluation than divisional managers and agricultural scientists. This is a clear indication that the agricultural technicians are the people who work closely with committees in project evaluation.

9.2.6 PMDS rating and its effect on project evaluation

PMDS rating appears to have no effect on the proficiency to formulate objectives, knowledge of committee involvement in evaluation and frequency at which projects are evaluated.

The disappointing result is that only 23% of the respondents with a high PMDS rating disclose an excellent proficiency to formulate objectives; 39% know their committee members by involvement and only 23% evaluate the projects after completion of every activity.

9.3 RECOMMENDATIONS

Since research is not an end itself, but rather a means of improving the current situation, it is appropriate to propose some recommendations based on the findings of the study.

9.3.1 Addressing the imbalance between male and female extension workers.

There is a clear under-representation of females in the Agricultural Extension Service in Bojanala Region. This is a weakness since there are more females involved as farmers in agricultural production than male farmers. Extension organisations, especially the public sector need to invest more in the recruitment and development of female extension workers. It is therefore recommended that specific attention be paid to the re-training of female extension staff and to appoint qualified and skilful females with a special reference to project management.

9.3.2 The qualification and training of extension staff.

The majority of extension workers in the Bojanala Region are Agricultural Technicians with only 10% Agricultural Scientists. The in-service training of the extension workers needs urgent attention, not necessarily to upgrade their qualification but to improve their agricultural and extension skills. In 2005 AgriSETA appointed the Standard Generating Body for Agricultural Extension to develop the Agricultural Extension Landscape. The Landscape indicating specific extension concepts, study fields and essential skills and knowledge areas that every extension worker need, to successfully fulfil his/her task in a professional manner. The Landscape is presented in the next table and it is recommended that this Landscape be used to determine and implement training programs for extension workers in the Region to enable them to deliver a service of excellence to the farmers. The study and its findings are specifically applicable to the Bojanala Extension Region.

Table 9.1: The Agricultural Extension Landscape

CONCEPT	STUDY FIELD	ESSENTIAL KNOWLEDGE/SKILLS AREAS
UPSTREAM	1.Agric.and Extension Research	i) New innovations (5-10years) in advanced. ii) Adaptation and transformation of technology to be applicable to the specific farm & farmer situation – for sustainability.
	2. Technical skills & knowledge in Agriculture	i) NQF Level 5 Qualification in Agriculture (Nat. Diploma) ii) NQF Level 6 Qualification in Agriculture (Degree) and further Degrees on higher NQF Levels 7 & 8 iii) Specific agric. skills programs (short courses) – certificates SAQA accredited.
	3. Knowledge Support services.	i) Subject matter specialists to support Extensionists.
	4. Entrepreneurial skills	i) Entrepreneurial skills training (management training) – to manage any enterprise
	5. Quality control	i) Monitoring and Evaluation of Extension (accountability)

	6. Finance (Budget)	i) Salary ii) Working capital iii) Equipment
EXTENSION Qualification	EXTENSION MODULES	
1. Communication and interaction (the vehicle trough which Extension takes place)	1.1 Communication	i) Fundamentals of communication. ii) Communication strategies iii) Individual/group/mass communication iv) Communication aids v) Managing the communi-cation process vi) Mentoring the protégé/ mentor vii) Individual facilitation process viii) Consultation dialogue
	1.2 Group facilitation	i) Group dynamics and theories ii) Group forming and utilization iii) Facilitation methods and techniques iv) Leadership development v) Adult education
2. Extension Methodology (Implementing & Managing the Extension process)	2.1 Approaches to Extension	i) Different implementation approaches and structures ii) Philosophy of change and development iii) Extension systems

		iv) History and development of agric. extension v) Action research and action learning
	2.2 Management in Extension	i) Strategic planning and management ii) Corporate policy and management iii) Organisational and systems theory iv) Functions of management v) Motivational theory vi) Networking, linkages & coordination vii) Program development & planning viii) Program implementation & management ix) Evaluation of Extension inputs and outputs efficiency x) Extension practice quality management systems – accountability xi) Extension profession quality management systems xii) Ethics (motivation & commitment, Code of Conduct, credibility, Continuous Professional Development and work Management)

3. Extension philosophy and practice (The science of extension)	3.1 Behavioural Change	i) Agricultural production as forms of behaviour influencing factors ii) Behaviour fundamentals and theories iii) Behaviour change processes and intervention iv) Adoption and diffusion processes
	3.2 Decision-making	i)Basis to behavioural change ii) The decision-making process iii) Influence and function of mediating variables iv) Individual decision-making v) Group decision-making vi) Risk uncertainty and risk perception vii) Information and knowledge management in judgement and decision-making
4. Contextual Extension (The context or environ-ment of extension practising)	4.1 Community development	i) Rural sociology, structures and leadership ii) Dynamics of social change iii) Organisational and institutional structures iv) Participation and empowerment v) Facilitation, negotiation and conflict resolution

		vi) Community developing roles vii) Social networking and coordination
	4.2 Extension policy making	i) Natural resource utilisation and protection ii) The policy making process iii) Policy analysis and evaluation iv) Technology transfer and skills development v) The agricultural legal environment vi) Commercial agricultural production environment vii) Small-scale agricultural production environment
DOWNSTREAM	1. Agricultural Management	i) Farming is a business - economically viable and sustainable
	2. Land care	i) Conservation of the environment
	3. Land Reform	i) Priority program
	4. Agricultural and Marketing policy	i) Global competitiveness
	5. Political expectations	i) Restructuring

9.3.3 Project performance.

The results reveal that the technically advised agricultural extension projects are more successful than the LRAD, CASP and Food Security projects. This can be attributed to sources of funding which creates dependency and the number of beneficiaries per project. The department needs to find a way of looking into the element of human development when dealing with agricultural projects.

9.3.4 The effect of the independent variables on project evaluation.

It is clear from the research that the independent variables did not really play a decisive role in the effective evaluation of projects in the Bojanala Extension Region.

It is however recommended that these variables are still important and should not be neglected but always be taken into consideration when extension workers implemented intervention programs.

With regard to government policy aspects such as gender need to be addressed.
The research also clearly indicated that:

- The younger respondents more frequently evaluate their projects than the older respondents
- The respondents with less years of experience also evaluate the projects more frequently than the more experienced respondents and
- The respondents in the lower rank of Agricultural Technician do significantly more to know their committee members by name and their involvement in project evaluation, than respondents in the higher ranks in the organisation.

It is therefore recommended that organisations should not hesitate to link younger and less experienced extension workers to projects and to give them the responsibility to evaluate the projects as an ongoing process. The importance of doing it in cooperation with the community/beneficiaries is however essential.

9.3.5 The proficiency to formulate project objectives.

According to research, objectives are direction givers for action programs/projects and for their effective evaluation. It is recommended that special attention be given to the training of extension workers in the formulation and development of objectives that are:

i) Clear (the objective must be clear so that the evaluator knows what to look for).
ii) Specific and specificness concerns the desired changes envisaged and it refers to the following:

The people concerned (farmers of a community or district)
The kind of behaviour change desired (what are the beneficiaries current situation with regard for instance to production and where do they envisage to be in future?).

The time dimension (the time set for bringing about change)
iii) Measurable (how do the results compare against the past situation – can one measure the change?)

To enable the extension worker to establish standards, which can be used to judge the usefulness of objectives, the following questions should result in positive answers:

i) Are the objectives explicit in specifying the area in which the changed behaviour is to operate?

ii) Are the objectives definitive with respect to the kind of behaviour change to be accomplished?

iii) Are the objectives stated in terms which identify those who are to be involved?

iv) Are the objectives the result of cooperative action by extension workers and others concerned to analyse the situation and identify the problems?

v) Are the objectives compatible with the general aims of both the extension service and the people concerned?

vi) Are the objectives specific enough to serve as a base for planning, conducting and evaluating an action educational/training program?

vii) Are the objectives sufficiently limited in number to avoid undue confusion of effort on the part of the extension workers and/or others involved?

viii) Are the objectives achievable, considering the level of concern, the maturity of persons involved and the resources available?

ix) Are the objectives such that they can relate intimately to both immediate and long-term goals (including training goals), and lead to even higher levels of achievement? (Düvel, 2002a)

9.3.6 The frequency at which projects are evaluated.

Extension workers are daily involved in the activities of extension programs/projects. The continuous evaluation of progress or failure of the program/project is becoming more and more important. The once-off evaluation of a program/project is not acceptable any more. What is needed is an ongoing and continuous process of evaluation (after each activity), to enable the program/project manager and the project/program team to make timely adjustments to the program/project, if and when necessary.

9.3.7 Committee/community involvement in project evaluation.

If extension workers want to be successful in agricultural development and the planning, implementation and evaluation of Agricultural projects, it is recommended and essential that the community (and its own committee) participate in the process. Farmers must be involved and mobilised to participate in the planning, implementation and evaluation of the project. This will enable the project beneficiaries to have power to make decisions. They will become the owners of the project and it is their destiny and future! (Swanepoel & de Beer, 2006)

9.3.8 PMDS Rating.

One sees Performance Management in the Project Management situation as the management of process during implementation, which includes: timeous planning, timeous allocation of resources, timeous implementation, timeous monitoring to ensure implementation is according to plan, and timeous completion. So there is a need for key responsibilities, objectives and units of measurement on PMDS to be revisited so that they are aligned with actual activities that are performed by the extension workers.

9.3.9 Important points to take note of:

The recommendations have been specifically aligned with the stated specific objectives.
The results of this study are only the tip of an ice Mountain, and further and more in-depth research with regard to monitoring and evaluation is essential and necessary.

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APPENDIX A (FOOD SECURITY PROJECT -LETSEMA-LA-MANTSHATLALA: MADIBENG WEST-SEE PAGE 53)

PROJECT PROPOSAL

PROJECT NAME	: LETSEMA LA MANTSHA TLALA - MADIBENG WEST
PROJECT LOCATION	: MADIBENG WEST ADC
DISTRICT MUNICIPALITY	: BOJANALA
MUNICIPALITY	: MADIBENG
PHASE TWO	: 2005 / 2006

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1) EXECUTIVE SUMMARY

The original provincial project business plan: The North West Province - Integrated Food Security and Nutrition Programme, Letsema La Mantsha Tlala is the basis for this project. The roll out and implementation of phase two of this project in the region is based on this business plan.

A total of 4 villages were targeted in this ADC with 267 households during Phase 1. In Phase 2 four villages will be targeted with a total of 80 households. A starter pack of vegetables, chickens, feed, garden equipment, etc. will be distributed to these households to help them to produce food for their families. The total allocated budget for the ADC is R 1 66 000-00. The estimated cost for the 80 households for Phase 2 is **R 1 63 287 - 00.**

2) BACKGROUND

The North West Province is among the provinces which are significantly affected by poverty. The National Integrated Food Security and Nutrition Strategy approved by Cabinet recognize the importance of household food security in South Africa and therefore prioritize this aspect of the total National Strategy.

"Mobilizing the poor to feed themselves" is seen as a strategy to enhance the impact on poverty reduction, especially on those society members who are so severely affected by poverty that their health is in danger through an inability to meet their basic energy needs i.e. three meals a day and nutritional needs.

For practical purposes the most severely affected by poverty are defined as households with no income at all. These are defined as households where all members are unemployed and without a social security benefactor.

COMPLETION OF PHASE ONE

In Phase 1 the following villages were completed for this ADC;

Maumong	67 Households
Bethanie	106 Households
Barseba	34 Households
Modikwe	60 Households

3) OBJECTIVES

The ultimate objective of the project is to improve the food security at the household level using a broad approach that includes both food production and income generation strategies.

3.1 To establish backyard production units which aim at both household consumption and marketing of the surplus.

3.2 To increase nutrition and basic hygiene awareness amongst the poorest members of society.

3.3 To train the selected households in production, marketing and hygiene.

4) PROJECT LOCATION

The project targets communities that are most affected by poverty and hunger in the ADC, The extent of the challenge is so that a phased approach is necessary. In Phase 1 the villages mentioned above was handled. In Phase 2 the following villages will be handled:

Segwaelane	20 households
Oustad	10 households
Maj akaneng	10 households
Oukasie	40 households

5) PROJECT DESCRIPTION

The project proposes the identification of households without an income. Then physical verification of the households with no income, including no income from social security programmes of government. To do the screening and verification a committee will be formed with the following composition:

- Project Leader (Agricultural Technician)
- Ward Councillor
- Ward Committee Representative
- Tribal Authority Representative

Once identified the households would be trained in the aspects of basic hygiene, food preparation and preservation, basic financial management and agricultural production. The project uses individual backyard production as main vehicle for addressing food security for proteins, energy, minerals and vitamins.
Each household will receive a starter pack as follows:

Segwaelane Village - Vegetable gardens

- 50 seedlings each of spinach, beetroot, cabbage, tomato, onion and lettuce.
- Seeds of spinach, carrot, beetroot, green pepper, beans and lettuce.
- Fertilizers -10 kg 2:3:2 (22) and 10 kg of LAN.
- Fencing material -50m bird wire, 6 fence poles and 6 droppers.
- Shade cloth - 20 m
- Garden tools -1 x fork, 1 x rake and 30 m hose pipe.
- Chemicals for cabbage and tomatoes - 200 ml Malasol and 1x11 spray bottle.

Oustad, Majakaneng and Oukasie Villages – Indigenous Chickens

- 20 Chickens - 14 weeks old.
- Fencing material -10m bird wire and 4 poles.
- Chicken feeds - 4 bags of 50 kg mixed feed and 1 bag 25 kg laying mesh.
- Medicines - New Castle and Gumboro.

6) SKILLS DEVELOPMENT

The participants will be trained in the following aspects: basic hygiene, food preparation and preservation, Basic financial management and Agricultural production.

7) MONITORING AND EVALUATION

The project Leader with the help of other Extension Technicians will do the Monitoring and Evaluation. The participants will be visited to ensure they received what they should have and is using their starter packs. After that the households will be monitored through periodic interviews to establish the impact of the project and to review the approach taken.

Participants identified as doing good and who has the ability and drive to become entrepreneurs (emerging farmers) must be considered for help under LRAD and CASP.

8) BUDGET BREAKDOWN

The allocated budget for The ADC for 2005 &2006 is R166 000 - 00 from CASP. The budget for each village is as follows:

Segwaelane - Vegetables (20 households)

1. Seedlings 50 per household R 550 - 00
2. Seed packs 2 per household R 1 596 - 00
3. Fencing Material (bird wire, poles, droppers) R25 388 - 00
4. Shade cloth 20m per household R 11 200 - 00
5. Fertilizers (3:2:3 (22); LAN) R 1 863 - 00
6. Chemicals and spray bottle R 1 410 - 00
1. Garden tools (fork, rake & hose pipe) R 4 960 - 00

TOTAL R 46 967 - 00

Oustad (10 households), Majakaneng (10 households) & Oukasie (40 households)

1. Fencing Material (bird wire & poles) R 28 256 - 00
2. Chickens (14 weeks old 20 per household) R 42 000 - 00
3. Chicken feeds (4 x 50kg mixed & 1 x 25kg laying mesh) R 27 560 - 00
4. Medicines (New Castle & Gumboro) R 3 660 - 00

TOTAL R101 476 - 00

10 % Contingency R 14 844 - 00

GRAND TOTAL R 163 287 - 00

9) IMPLEMENTATION PLAN

The project will be implemented according to the following implementation plan:

Activities	Starting date	Completion date	Responsible person/s
1. Meetings with Councillors, Tribal Authority Ward Committees.	19 Dec. 05	20 Dec. 05	Food Sec Tech
2. Meetings with identified households for verification	3 Jan. 06	6 Jan. 06	Food Sec Tech.
3. Arrangements for training	9 Jan. 06	13 Jan. 06	Food Sec Tech
4. Training at Oustad Village	17 Jan. 06	19 Jan, 06	Food Sec Tech Agric. Tech's
5. Training at Majakaneng Village	24 Jan. 06	26 Jan. 06	Food Sec Tech Agric. Tech's
6. Training at Segwaelane Village	1 Feb. 06	3 Feb 06	Food Sec Tech Agric. Tech's
7. Training at Oukasie	6 Feb. 06	8 Feb. 06	Food Sec Tech Agric. Tech's
8. Quotations & submission of VA2s	9 Jan. 06	15 Jan. 06	Food Sec Tech
9. Roll out in the four villages.	15 Jan 06	15 Mar. 06	Food Sec Tech
10, Monitor and Evaluate	15 Jan 06	31 Mar 06	Food Sec Tech

APPENDIX B (QUESTIONNAIRE)

EVALUATION QUESTIONNAIRE FOR EXTENSION OFFICERS/DIVISIONAL MANAGERS

1. Respondent No. ☐ V1

   Contact number .....

2. Name of ADC.

   (1) Madibeng East

   (2) Madibeng West

   (3) Moses Kotane East ☐ V2

   (4) Moses Kotane West

   (5) Rustenburg/Kgetleng

   (6) Moretele

3. What is your gender?

   (1) Male ☐ V3

   (2) Female

4. What is your age?

a) Actual age ☐ V4

b) Age category

   (1) <30 years

   (2) 30 - 40 years

   (3) 40 - 50 years ☐ V5

   (4) 50 – 60 years

   (5) > 60 years

5. Highest level of tertiary qualification

   (1) Certificate

   (2) National Diploma

   (3) Advanced Diploma

   (4) Other Diploma

   (5) B-Tech

   (6) B Agric

   (7) BSc ☐ V6

   (8) Honours

   (9) BSc Honours

(10) Master's

(11) MSc

(12) PhD

** Field of specialization with regard to Q.6 .....

6. What is your current rank?

(1) Divisional Manager

(2) Agricultural technician ☐ V7

(3) Senior agricultural technician

(4) Principal agricultural technician

(5) Chief agricultural technician

(6) Control agricultural technician

(7) Scientist

(8) Senior scientist

(9) Other (specify).....

7. Field of specialization in your current position

1) Extension

2) Extension and other (specify) ..... ☐ V8

3) Other (specify).....

8. How many years of experience do you have in your current position?

a) Actual years ☐ V9

b) Category

(1) < 5 years

(2) 5 – 10 years

(3) 11 – 15 years ☐ V10

(4) 16 – 20 years

(5) 21 – 25 years

(6) > 25 years

9. For how long have you been employed by the department of agriculture?

(a) Actual years ☐ V11

(b) Category

(1) < 5 years

(2) 5 – 10 years

(3) 11 – 15 years ☐ V12

(4) 16 – 20 years

(5) 21 – 25 years

(6) > 25 years

Give number(s) of the following sub-programmes and specific projects where you have been involved and/or involved with.

Sub programme	Current projects that need aftercare service	Beneficiaries	Successfully completed projects	Beneficiaries	Unsuccessfully completed/suspended projects with unsatisfactory results)	Beneficiaries	New projects	Beneficiaries
LRAD	V13	V 26	V39	V52	V65	V78	V91	V104
Food security	V14	V27	V40	V53	V66	V79	V92	V105
Beef production	V15	V28	V41	V54	V67	V80	V93	V106
Poultry	V16	V29	V42	V55	V68	V81	V94	V107
Pig production	V17	V30	V43	V56	V69	V82	V95	V108
Bee farming	V18	V31	V44	V57	V70	V83	V96	V109
Goat production	V19	V32	V45	V58	V71	V84	V97	V110
Vegetable production	V20	V33	V46	V59	V72	V85	V98	V111
Hydroponics vegetable production	V21	V34	V47	V60	V73	V86	V99	V112
Dry land crop production	V22	V35	V48	V61	V74	V87	V100	V113
Irrigation systems	V23	V36	V49	V62	V75	V88	V101	V114
Land care	V24	V37	V50	V63	V76	V89	V102	V115
Other(specify)	V25	V38	V51	V64	V77	V90	V103	V116

10. What is the total number of your registered clients (projects and non-projects)?

☐ V118

11. How many registered projects are you involved in

(1) As principal officer (managing capacity) ☐ V119

(2) As co-worker ☐ V120

(3) As assistant ☐ V121

(4) Aftercare activities ☐ V122

(5) Other (specify) ..... ☐ V123

12. Give the name of your most recent completed project and state its objectives

NAME OF THE PROJECT	PROJECT OBJECTIVES

13. Please give an indication of the approximate time (expressed as days per month) that you spend on the following activities:

(1) Registered projects (Ad hoc, meetings, workshops, admin work, training etc.) ☐ V124

(2) Non project ad hoc requests ☐ V125

(3) Departmental activities (staff meetings, workshops etc.) ☐ V126

(4) Non project administrative work ☐ V127

(5) Own development ☐ V128

(6) Other (specify)..... ☐ V129

14. At what stage/phase is your most recent completed project?

(1) Planning phase ☐ V130

(2) Delivery phase

15. Who came with the project idea?

(1) National department ☐ V131
(2) Provincial department ☐ V132
(3) Community members ☐ V133
(4) Other (specify)..... ☐ V134

16. Do you have a project committee?

(1) Yes ☐ V135
(2) No

17. If yes, who are its members and their responsibilities?

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.....

.....

.....

.....

.....

18. How often do they meet?

(1) Every week
(2) Once in every two weeks
(3) Monthly ☐ V136
(4) Quarterly
(5) Once in every six moths
(6) Annually
(7) Other (specify).....

19. Who is responsible for evaluation of projects?

(1) Myself
(2) My supervisor ☐ V137
(3) My subordinates
(4) All of us
(5) Other (specify).....

20. To what extend are project beneficiaries involved in the evaluation process?

.....

.....

.....

21. What have you achieved during the past 6 or 12 months per project (outcomes or outputs)?

.....

.....

.....

22. Did you make use of the results?

(1) Yes ☐ V138

(2) No

23. If yes, how did you use the results?

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.....

.....

.....

24. Describe the process of evaluation that you have followed.

.....

.....

.....

.....

.....

25. How often do you evaluate your project/s?

.....

26. Do you evaluate your ad hoc activities?

(1) Yes ☐ V139

(2) No

27. Please explain briefly your answer?

.....

.....

.....

28. For whom do you evaluate?

(1) Project committee ☐ V140

(2) Extension management ☐ V141

(3) Farmer forum ☐ V142

(4) Self ☐ V143

(5) Other (specify) ..... ☐ V144

29. What rating do you give to your process of evaluation?

(1) Poor
(2) Not satisfactory ☐ V145
(3) Satisfactory
(4) Exceptionally good
(5) Excellent
(6) No rating

30. Substantiate your answer.

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31. Which evaluation criteria do you use?

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32. In order of priority, which of the following evaluation criteria do you think is more important?

(I) Input resources (e.g. used personnel, km, funds etc.) ☐ V146
(II) Activities (e.g. farm visits, demonstrations, etc) ☐ V147
(III) Farmers' response in terms of e.g. office visits, attendance of farmers' days etc. ☐ V148
(IV) Farmers' opinions regarding extension performance. ☐ V149
(V) Behaviour determinants (change in needs, knowledge, perception, attitude) ☐ V150
(VI) Change in practice adoption ☐ V151
(VII) Change in efficiency (e.g. yield, quality, grazing condition etc.) ☐ V152
(VIII) Change in outcome (e.g. reduction in unemployment) ☐ V153

33. Indicate the frequency with which evaluations regarding various criteria should be evaluated or reported on

The following options apply to Q35, Q36, & Q37

(1) Daily
(2) Weekly
(3) Monthly
(4) Quarterly
(5) Biannually
(6) Annually
(7) Whenever there is a need

(1) Input resources (e.g. used personnel, km, funds etc.) ☐ V154
(2) Activities (e.g. farm visits, demonstrations, etc) ☐ V155
(3) Farmers' response in terms of e.g. office visits, attendance of farmers' days etc. ☐ V156
(4) Farmers' opinions regarding extension performance. ☐ V157
(5) Behaviour determinants (change in needs, knowledge, perception, attitude) ☐ V158
(6) Change in practice adoption ☐ V159
(7) Change in efficiency (e.g. yield, quality, grazing condition etc.) ☐ V160
(8) Change in outcome (e.g. reduction in unemployment) ☐ V161

34. How often do you have contact with project beneficiaries? ☐ V162
35. What is your ideal contact frequency? ☐ V163