

Ethio-SHEP

Market-oriented Approach



Implementation Guideline

SHEP

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A Practical Guide to the Implementation of the Ethio-SHEP Approach

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List of Abbreviations

CP&IAD	Crop Production and Income Analysis Data
DA	Development Agent
Ethio-SHEP	The Project for Smallholder Horticulture Farmer Empowerment through Promotion of Market-Oriented Agriculture
FTC	Farmers Training Center
GHCP & PHHT24	General Horticultural Crop Production and Post-Harvest Handling Techniques 24
GoE	Government of Ethiopia
JICA	Japan International Cooperation Agency
MLF	Market Linkage Forum
MoA	Ministry of Agriculture
M&E	Monitoring and Evaluation
SHEP	Smallholder Horticulture Empowerment Project
WUA	Water Users Association

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Foreword by MoA

Ethiopia's economy is much dependent on agriculture, with about 85% of the population relying on agriculture for their livelihood. In account of this, the horticulture development department has a major role in increasing production and productivity of farmers through implementation of improved technologies and practices. Our department has implemented the National Horticulture Development and Marketing Strategy aiming at sustainably increasing the production and productivity of horticultural crops to improve the food and nutrition security and income-generation capacity of the producers. Recently, our ministry had reform and restructured directorates. Thus the previous Horticulture Development and Technology Transfer Directorate has been upgraded to Horticulture Development Department under State Minister of Agriculture and Horticulture Development Sector and it consists of desks of Vegetables & Herbs, Fruit, Roots & Enset, and Floriculture Development.

The Ethio-SHEP project has been one of the partners in supporting our ministry's horticulture development initiatives. The project has been jointly implemented by JICA and Ministry of Agriculture (MoA), Oromia Bureau of Agriculture (OBoA) and Amhara Bureau of Agriculture (ABoA) to realize the market-oriented agricultural extension services to smallholder farmers on the ground. Through its six-year intervention, the SHEP approach has been recognized by our ministry and target regions as one of the effective & practical market-oriented extension approach.

During the intervention period, the Ethio-SHEP project developed user-friendly extension materials and distributed them to project areas in hard and soft copies that are to be utilized by counterparts during their regular training programs. The Ethio-SHEP Implementation Guideline is one of the most important documents developed through two-round workshops in June 2021 & July 2022 by agricultural experts selected from MoA, regional and zonal agricultural experts and including other partners such as, SAA and IFAD as a result of the six-year Ethio-SHEP project intervention

Our department hereby endorses the Ethio-SHEP Implementation Guideline as a final version so as to utilize it in scaling up of the SHEP approach and update periodically in line with revision of the horticulture extension package. At this opportunity, our ministry has great recognition to the Ethio-SHEP project for promoting market-oriented agriculture with smallholder horticulture farmers nearly for six years to practice "Farming as a Business" in the two regions (Amhara and Oromia) since 2017.



Mr. Abdella Negash Seid
Chief Executive Officer
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Forward by JICA

Smallholder Horticulture Empowerment & Promotion (SHEP) Approach was originally developed in Kenya through a technical cooperation project between JICA and the Ministry of Agriculture of Kenya in 2006. SHEP is an approach, which helps to realize "Market-Oriented Agriculture" by transforming farmers' mind from "grow and sell" to "grow to sell". In Kenya, with this approach, the project achieved doubling income of 2,500 smallholder farmers only within 2 years (2007-2009). Since then, SHEP approach has rapidly expanded to 30 countries in Africa and 50 countries worldwide as one of the key pillars of JICA's Agricultural Cooperation.

In Ethiopia, JICA and the Ethiopian Government started the implementation of "The Project for Smallholder Horticulture Farmer Empowerment Through Promotion of Market-Oriented Agriculture (Ethio-SHEP)" in Amhara & Oromia region in 2017. The project made remarkable achievement at farmer's level (both in terms of income and production techniques) as well as significantly contributed to the capacity development of experts in the target areas. The provisional results of the Terminal Evaluation of the project conducted in August 2022 shows that the target farmers increased crop productivity (kg/ha) and the average price of their produce (ETB/kg) after the two-year interventions by the project, which resulted in growth of their net income by 125% on average.

Building on this success, this implementation guideline was developed in collaboration with counterparts (MoA, ABoA and OBoA) based on practical experiences from the implementation of the Ethio-SHEP project in Ethiopia. After series of discussion & consultation with senior experts from Federal, Region and Zone including development partners (Sasakawa and IFAD), the guideline was finalized and has been prepared in 3 languages (English, Amharic and Afaan Oromo) with detail steps on how to implement market-oriented agriculture extension service using the SHEP approach while fully taking into account the Ethiopian context such as policy, institution, markets, and local conditions of the farmers on the ground.

The achievements from the last 6 years of the project clearly showed that the SHEP approach could definitely contribute to strengthen & transform Ethiopian agriculture extension service by changing smallholder farmers' landscape & livelihood. I hope this implementation guideline will be an integral part of the Ethiopian government's agricultural extension system and widely utilized by the agriculture extension service providers at all levels to further promote market-oriented extension service in Ethiopia.

Finally, let me express my sincere appreciation to all the agriculture experts at the Federal, Regional, Zonal and Woreda levels for their unreserved efforts to develop, finalize, and disseminate the guideline.

October 2022



Katsuki Morihara (Ph.D.)

Chief Representative

JICA Ethiopia Office

Acknowledgement

This Ethio-SHEP Implementation Guideline was developed as an output of the 1st guideline development committee workshop in June 2021 and was finalized at the 2nd guideline development committee workshop in July 2022. Committee was composed of counterparts of the Ethio-SHEP project, namely Ministry of Agriculture (Horticulture Development & Technology Transfer Directorate and Agricultural Extension Directorate), Amhara Bureau of Agriculture (Horticulture & Irrigation Water Management Directorate and Agricultural Extension Directorate), Oromia Bureau of Agriculture (Crop Development Directorate and Agricultural Extension Directorate), Agriculture Office (Horticulture Team and Extension Team) of Awi zone and West Gojam zone from Amhara region, Agriculture Office (Crop Production & Protection Team and Extension Team) of Arsi zone and Jimma zone from Oromia region, researchers from Melkasa Agricultural Research Center and development partners such as Sasakawa Africa Association (SAA) and IFAD PASIDP-II team. We sincerely appreciate their paramount contribution to development of this Ethio-SHEP Implementation Guideline (English, Amharic and Afaan Oromo) in line with the Ethiopia National Agricultural Extension Strategy.

We would also like to send special thanks to experts and farmers of respective target woredas & kebeles who are not mentioned in this document but actually exercised the market-oriented agricultural extension by introducing the SHEP approach on the ground and brought tangible evidence of effectiveness of the SHEP approach in Ethiopian context. They are the pioneers of the SHEP approach in Ethiopia, and witness of its success in improving farmers' livelihood.

We, as the Ethio-SHEP project team, strongly believe that this Ethio-SHEP Implementation Guideline will serve as a practical guiding document for agriculture professionals who are mandated to deliver market-oriented & demand-driven extension services and will contribute to the livelihood change of smallholder farmers in Ethiopia nationwide.

November 2022



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Preface

This guideline is compiled based on experiences of the Project for Smallholder Horticulture Farmer Empowerment through Promotion of Market-Oriented Agriculture (Ethio-SHEP), a bilateral technical cooperation project between the Governments of Ethiopia (GoE) and the Japan International Cooperation Agency (JICA).

SHEP approach was initially developed in Kenya through the technical cooperation between Kenya and Japan that aimed to strengthen agricultural extension services. The Project in Kenya started its intervention in 2006, and the SHEP approach was developed by trial and error in the process of project implementation. Based on the project's experience on the ground, SHEP emerged as an agricultural extension approach for empowering small-scale farmers through encouraging their mindset shift towards market-oriented farming.

In 2022, the SHEP approach expands to over 23 countries not only in Africa but also in Asia, Middle East and Latin America.

In Ethiopia, the Ethio-SHEP project's intervention began in 2017 and has succeeded in increasing smallholder farmers' income in the target areas. The project team conducted a series of activities that enhance the current agricultural extension services of the Ethiopian government. In the process of implementing the Ethio-SHEP project, the original SHEP approach developed in Kenya was revised and localized as "Ethio-SHEP Approach" so as to fit into the context of Ethiopia's agricultural extension system and its institutional setting.

Objective

The main objective of this guideline is to assist agricultural extension practitioners in designing and conducting training programs on the Ethio-SHEP market-oriented farming. The intended users are agricultural extension service providers of the horticulture and extension departments at federal, regional and woreda levels as well as Development Agents (DAs) who have a mandate to support smallholder farmers. This guideline can be utilized for the annual training regularly provided by the federal ministry to regional governments as well as trainings by regional governments to zonal horticulture experts. Other stakeholders who have responsibility for organizing trainings for extension staff and smallholder farmers on their mandate can utilize this guideline as well. The readers are expected to practice the Ethio-SHEP approach in their regions, zones, woredas, and kebeles on their own by referring to this implementation guideline. Whereas this guideline is developed based on the Ethio-SHEP project's experience in Amhara and Oromia regions, practitioners in different regions are encouraged to modify the sample programs, formats and materials according to local conditions in their areas.

This guideline is composed of three chapters: Chapter 1 explains the theoretical background of the SHEP approach in general and the design of Ethio-SHEP project. Chapter 2 shows how organizers prepare trainings, workshops and other activities on every step of the Ethio-SHEP approach. Chapter 3 outlines monitoring and evaluation of the SHEP interventions with participatory methods. Both Chapter 2 and 3 consist of a summary and objective of activities at each step with a sample program, budgeting, training formats and materials.

Apart from this guideline that covers all the expected activities of the Ethio-SHEP approach, the project team has also developed a simple version called "Ethio-SHEP simple package" by extracting core activities from the guideline. The simple package is designed for organizations that intend to introduce market-oriented approach with minimal budget.

Through the project intervention, the Ethio-SHEP team also developed several extension tools including 'Kamishibai' extension materials, pest and disease control manuals and various formats such as market

survey, crop selection, baseline and endline surveys, crop calendar and budgeting, gender analysis tools, etc. These are user-friendly manuals and formats consisting of many pictures and illustrations for easier understanding by local community members.

We hope that this guideline would be useful for officers who work for the public agricultural extension services of the Ethiopian government as well as other broad stakeholders who engage in supporting smallholder farmers through promoting market-oriented farming and their livelihood improvement.

Chapter 1: Background and Theory

Understanding Theoretical Background
and the Impact of the Project

1. Understanding Theoretical Background and the Impact on the Ground

1.1. Introduction of the “Ethio-SHEP Approach”

Background and summary of Ethio-SHEP

Agriculture is the backbone of the Ethiopian economy, contributing nearly half of the gross domestic product (GDP), accounts for approximately 85% of the labour force, and earns roughly 90% of the foreign exchange. The country has great agricultural potential because of its varied agro-climatic zones, vast areas of productive land, adequate rainfall, and a large labor pool. By recognizing this potential, the government has decided to transform the agricultural sector by strengthening the existing extension services as one of the agriculture policy reform. Although the country has significant potential and government efforts, the smallholder farmers are still struggling to improve their livelihoods.

To address these issues, the government reformulated its extension strategy in 2017. The strategy indicated that the importance of transforming small-scale farmers from traditional farming (grow and sell) to market-oriented agriculture (grow to sell).

Under these circumstances, the government of Ethiopia (GoE) asked support to the Japan International Cooperation Agency (JICA) to transform farmers’ attitudes towards market-oriented farming.

Through the discussion with GoE, JICA has started the training program called “Training Program for Market-Oriented Agriculture for Smallholder Farmers” since 2014. After the training program in Japan, ex-participants started to implement the pilot project in Oromia Region. In the course of the pilot project implementation, considerable positive changes were observed among the target farmer groups, such as embarking upon collective purchasing/marketing and diversifying crops to include high return cash crops (such as garlic).

Following the success of the pilot phase, the Project called “Smallholder Horticulture Farmer Empowerment through Promotion of Market-Oriented Agriculture (Ethio-SHEP) launched in 2017. This document was compiled based on the Project implemented in Amhara and Oromia regions in the last seven years.

Outline of the Project

Project Title: The Project for **S**mallholder **H**orticulture Farmer **E**mpowerment through **P**romotion of Market-Oriented Agriculture (**Ethio-SHEP**)

Implementing Agency: Ministry of Agriculture (MoA), Amhara Bureau of Agriculture (ABoA), Oromia Bureau of Agriculture and Natural Resources (OBoANR)

Period of Project: January 2017 - January 2023

Target Group: Staff of MoA, ABoA, OBoA, Smallholder horticulture farmers in the target areas (Total number of beneficiaries¹: Approximately 6000 farmers)

Project Sites: Selected Districts (Woredas) in Awi and West Gojam Zones in Amhara Region and Arsi and Jimma Zones in Oromia Region

¹ The beneficiaries include (1) the target farmers and (2) the farmers of Water Users Associations to which the target farmers belong. The Project is designed to give indirect benefit to the farmers in the (2) category since some of the training opportunities are given not only to the target farmers but also to the farmers of the Water Users Associations at large.

Table 1 Outline of the project

Project Name	Project for Smallholder Horticulture Farmer Empowerment through Promotion of Market-Oriented Agriculture (Ethio-SHEP)
Project Period	January 2017 – January 2023 (6 years)
Implementation Organizations	Ministry of Agriculture (MoA) Amhara Bureau of Agriculture (ABoA), Oromia Bureau of Agriculture (OBoA)
Project Site	Seven Districts in Amhara Region, Seven Districts in Oromia Region
Overall Goal	The SHEP approach for market-oriented agriculture is promoted by the Ethiopian government.
Project Purpose	The SHEP approach which leads to increasing farmers' income from horticulture is proposed for future scaling-up through effective implementation.
Outputs	Output 1: Capacity on extension service delivery based on the SHEP approach is developed. Output 2: The effective extension services based on the SHEP approach are delivered to the target farmers. Output 3: The SHEP extension packages which consist of the standard package for core SHEP target groups and the simple packages for various training opportunities are developed and proposed.

2. Concept of the SHEP Approach

2.1. The theoretical background of the SHEP Approach

The SHEP approach has developed as referred to the two-academic theories called “**Markets with asymmetric information,**” an economic theory, and “**Self-Determination Theory,**” a psychological theory.

2.1.1. Markets with asymmetric information

Asymmetric information occurs when buyers and sellers do not have the same information. For example, when farmers have less market information (required quality or quantity, price fluctuation, demanded variety), wholesalers or middlemen take advantage of these information gaps. Farmers are likely to end up losing this negotiation process.

According to the theory, one of the most important factors is to build trust among value chain actors. The Ethio-SHEP approach tries to solve this issue through various activities, including market survey, crop calendar making & budgeting, market linkage forum, and continuous support by the extension officers.

From the buyers' view, wholesalers buy vegetables from a distance while farmers grow sufficient amounts to supply to the market near their area. If wholesalers purchase crops from them, they could cut the transportation cost. Discussion with farmers through market survey and market linkage forum have the potential to close this information gap.

“Farmers are mixing good and bad quality products . . .”

【Mitigating Information Asymmetry】

Extension officer

“I am ashamed of myself as an expert working with farmers after listing to all those production problems from farmers in my wareda, I was always thinking that the main problem for horticulture is market, but now I realized that the main problem is on our side (both farmers and experts), lack of quality production, fragmented sell in market, problem of timely supply.”

Farmer

“Farmers are mixing good and bad quality products, supplying damaged crops, the problem of timely supply, the problem of group sell (fragmented individual sell at market, etc.). But after discussing these issues with farmers, some of them start using bigger sacks, which we prefer because we can reduce our transaction cost. We agreed with farmers to grade their produce, so we pay at a higher price for their products. If they did not grade, we need to sort anyway.”

Wholesaler Market

“I am ashamed of myself as a farmer after talking to traders; traders buy products from very far areas while we are here as farmers and cannot supply to the market. Now I do not want to talk too much, I have decided what to do. I will show you the result next season. I will start purchasing seed now and start seedling production in August to supply to the market in December.”

Figure 1. Mitigation of information asymmetry

2.1.2. Self-Determination Theory

What is motivation?

Motivation can be described as a trigger that starts the thought, “I am going to do this.” There are two basic kinds of motivation: 1) intrinsic motivation and 2) extrinsic motivation (Figure 2). If a person is intrinsically motivated, he/she will perform the task because they enjoy doing it. If a person is extrinsically motivated, he/she will perform

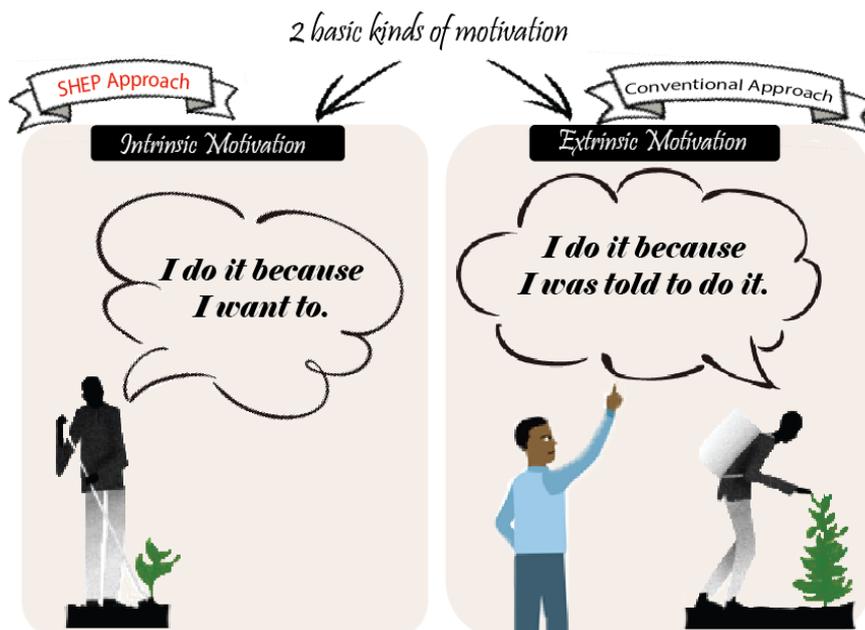


Figure 2. Two basic types of motivation: Intrinsic and Extrinsic

a task because of external impulses like a reward or a punishment. To determine whether a task is motivated by intrinsic or extrinsic desires, we can use the concept of the psychological needs provided by the self-determination theory.

This concept states that people have three innate psychological needs, namely autonomy, competence, and relatedness (Figure 3). The more each one of those needs is satisfied, the more we perceive the task is intrinsic, hence more enjoyable.

Autonomy refers to decision making. This needs to be satisfied when people can decide for themselves. They won't enjoy doing something if someone forces them to take action.

Competence means that people have the right skills to complete a task. The task must be neither too easy nor too hard. Growing improved variety of potatoes to their entire field might be too hard, but growing them in a small plot would be possible considering initial cost and labor availability. This is because growing improved variety requires more intensive management. Those varieties are often susceptible to pests and diseases or adverse conditions (neither too wet nor too dry). Advice should be given by considering the ability of the farmer. Some advice is easier for some farmers, but it might be difficult for another. Providing appropriate information to the farmers from extension officers is the key to increase farmers' motivation.

Relatedness refers to the degree to people feel connected to their social environment. If a friend asks you for a favor, you might have no problem helping him or her out. However, what about a person who you do not like, asked you to help. You have no motivation to support him/her. Extension officers first need to build a good relationship with farmers. This can be achieved through conducting a series of Ethio-SHEP activities.

So if none of those needs are satisfied, farmers have no motivation at all. When all of those needs are satisfied completely, farmers are intrinsically motivated.

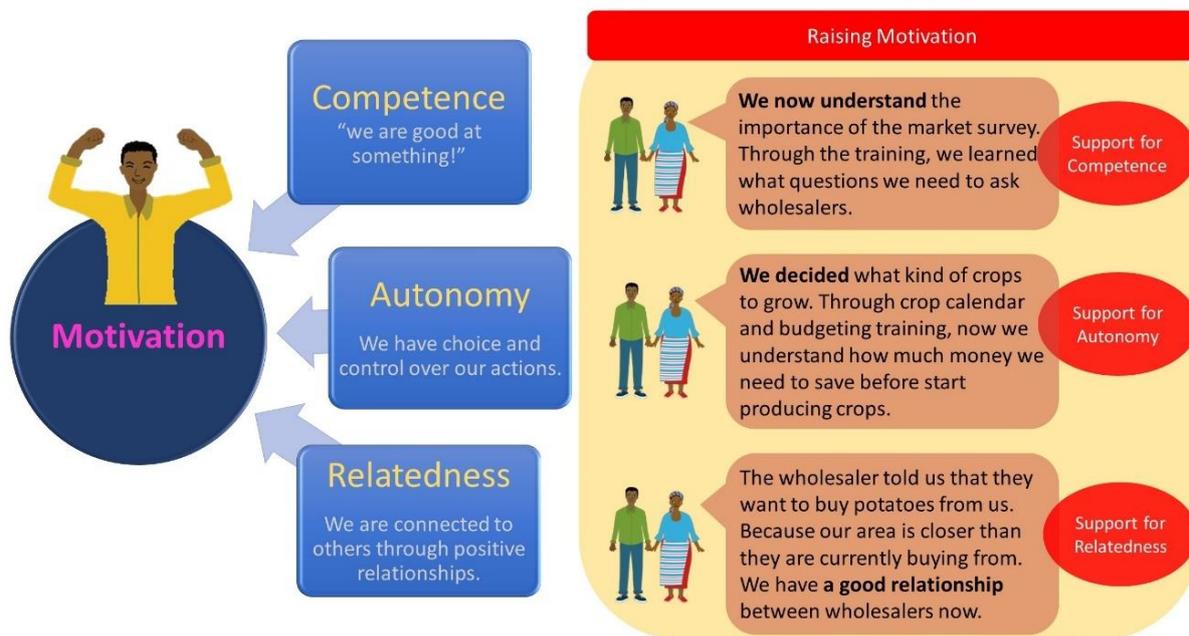


Figure 3. People feel motivated when three psychological needs are fulfilled.

2.2. Ethio-SHEP Four (4) Essential Steps

By considering to fulfill both academic theories, the Ethio-SHEP carefully laid out our activities in order to increase farmers' motivation through a series of capacity development training. The Ethio-SHEP approach classified step-by-step project approach into four categories: **Step 1: Share goals with farmers**, **Step 2: Farmers' awareness is raised**, **Step 3. Farmers make decisions**, **Step 4. Farmers acquire skills** (Figure 4). The detailed explanation of the four steps is as follows.

Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - Crop calendar making and budgeting - (Optional) Market linkage forum
4. Farmers acquire skills.	- In-field training - Gender awareness raising - (Optional) Exchange visit - Field day
Monitoring and Evaluation (including participatory endline survey)	

Figure 4. Ethio-SHEP four essential steps

Step 1. Share goals with farmers

Since the Ethio-SHEP is a participatory bottom-up approach, it is vital to discuss with farmers what is Ethio-SHEP approach can bring to the farmers and which activities can not cover by this approach. Through this process, it is possible to find the farmers who are willing to improve and change their livelihoods by utilizing their available resources.

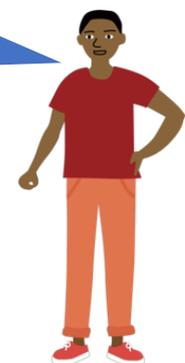
Step 2. Farmers' awareness is raised

Step 2 laid out to understand farmers' current situation through the participatory baseline survey and Market Survey. Market survey enable farmers to understand the opportunity and potential of the horticulture sector. Awareness-raising on the potential of the horticulture sector is the first step to start thinking about **“farming as a business.”**

Step 3. Farmers make decisions

Step 3 supports farmers' autonomy. Market Survey provides enough information for farmers to make decisions about what to grow. Making farming plan through crop calendar making and budgeting give opportunities for farmers to consider when and where to sell. People want to decide what to do; therefore, the farmers need to determine their farming plan by themselves. Extension officers are the supporter to achieve their production plan together with farmers.

We have choice control over our actions!



Step 4. Farmers acquire skills

Finally, extension officers provide technical training to the farmers. It is often asked to the project that why not just provides technical training to the farmers instead of taking a lot of steps in advance.

As described above (2.1.1. market with asymmetric information), without conducting a market survey, farmers would decide their farming plan based on the information they have, which is often insufficient to make appropriate decisions. In addition to that, by following the Ethio-SHEP essential four steps, farmers can learn what kind of information they need to collect through the market survey exercise and how to analyze the information they gathered during the crop selection workshop.

“Give a man a fish, and you feed him for a day.”
“Teach a man to fish, and you feed him for a lifetime.”



Chapter 2: Implementation of “Ethio-SHEP Approach”

2-1: Preparation

1. Pre-step 1. Sensitization workshop and introduction of the proposal system

Preparation	Activities
Pre-step 1	Sensitization workshop (for implementers) for selection of target area/group and introduction of the proposal system
Pre-step 2	Selection of woredas
Pre-step 3	SHEP Training of Trainers workshop
Pre-step 4	Selection of target farmer groups
Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - Crop calendar making and budgeting - (Optional) Market linkage forum
4. Farmers acquire skills.	- In-field training - Gender awareness raising - (Optional) Exchange visit - Field day
Monitoring and Evaluation (including participatory endline survey)	

We are here.

1.1. Introduction

Sensitization workshop for selection of target areas/groups is an opportunity to give a brief outline of the Ethio-SHEP market-oriented approach to zone and woreda management teams as well as woreda horticulture experts and DAs, and to share with them a common understanding of the background of the Ethio-SHEP and its impact. The proposal system for selecting target woredas is also explained during this workshop.

1.2. Objective

- To sensitize management teams from zones and woredas: Woreda horticulture experts and kebele team leaders from candidate woredas in the target zones.
- To share the selection criteria of target WUAs and groups.
- To introduce the proposal system for selecting woredas and kebeles.
- To fill out the proposal sheet and submit it to a zone expert.

1.3. Arrangements of regional-level workshop

1.3.1. Participants

- Organizer: Federal experts and regional Bureau of Agriculture
- Facilitator: Regional advisor
- Participants:

Region: Deputy Head (Crop Development & Production), Planning Head, Crop Development Director, and Directorates of Horticulture and Agricultural Extension

Zone: Agri Head and Deputy, Crop Development Process Owner, and Horticulture and Agricultural Extension Team

Woreda: Agri head, Crop Development Leader, Horticulture Team, and Agricultural Extension Team

Proposed kebele: Kebele agricultural team leader/supervisor

Duration: One (1) day

1.3.2. Venue

The venue is preferably at a conference room of the government facility.

Table 2. Program of sensitization workshop and introduction of the proposal system

Time	Agenda
8:00 - 8:30	Registration
8:30 - 8:40	Welcome remarks
8:40 - 8:50	Objective of the workshop
8:50 - 9:00	Introduction of the participants
9:00 - 9:40	Overview of the Ethio-SHEP project <ul style="list-style-type: none">• Concept of Ethio-SHEP approach, implementation structure, modality, etc• Introduction of Ethio-SHEP activities implemented in the previous woredas
9:40 - 10:00	Roles and responsibility by each stakeholder
10:00 - 10:30	Tea break
10:30 - 11:00	Experience from previous project target woredas
11:00 - 11:30	- Introduction of the proposal system - Objective of the proposal system - Proposal format and Q&A - Explanation about the target group selection criteria
11:30 - 12:00	Q&A
12:30 - 13:30	Lunch
13:30 - 15:30	- Proposal writing by each woreda team - Submission of the proposal (if completed)
15:00 - 15:30	Tea break
15:30 - 18:00	Scoring the proposal paper submitted by candidate woredas (Organizer)

1.4. How to prepare for the workshop

- Prepare the workshop schedule (Table 2)
- Prepare presentation materials and proposal format for the selection of woredas (Appendix 1.1)

1.5. How to carry out the workshop

- Explain an overview and outline of the Ethio-SHEP approach.
- Explain the proposal system for selection of woredas.
- Explain the proposal format to be completed by woredas.
- Announce the deadline of proposal submission. (Deadline can be arranged on the same day of the workshop or up to one week after the workshop)

Implementation Tips: Why is a sensitization workshop important?

Sensitization workshop gives implementers clarification as to what the Ethio-SHEP approach is, and creates common understanding among stakeholders about their roles and responsibility in implementing the SHEP activities.

1.6. Way forward

- Woreda experts submit the proposal to the zone horticulture team after filling out the proposal format.

- Participants have time to fill the proposal format in the afternoon on the workshop day. But it is possible to adjust the deadline up to one week after the workshop.
- Zone horticultural team scans the proposal sheets and submit to the regional Crop Developmental/Horticultural Directorate.
- Original proposals are to be kept at the zone and woreda offices.

1.7. Photograph



Sensitization workshop for region, zones, woredas and kebeles.



Woreda agri-head and experts filling out the proposal paper.

1.8. Sample format

Figure 5. Sample proposal format

Proposal of Selecting Ethio-SHEP Implementing Woreda
 Name of Zone: _____
 Name of Woreda: _____

Version 7. 4/Feb/2020

The Project for Smallholder Horticulture Farmer Empowerment through Promotion of Market-Oriented Agriculture (Ethio-SHEP)

PROPOSAL OF SELECTING Ethio-SHEP IMPLEMENTING WOREDAS

The proposal for selecting Ethio-SHEP implementing Woreda has four main considerations: **Motivation, Resources Availability and Mobilization, Geographical Conditions and Socio-economic Considerations.** You are requested to provide information on your Woreda using the format given by ticking in the appropriate box or filling in the blank spaces.

Background Information

i.) Name of Zone : _____

ii.) Name of Woreda : _____
 Name of Proposed Kebele / Scheme : _____

iii.) Distance from Woreda Center (km) : _____
 Size of the Woreda (km²) : _____

iv.) Number of Administrative Units:
 - Number of Kebeles : _____
 - Number of Extension Workers : _____

v.) Number of Horticulture expert
 - Woreda Level : _____
 - Kebere Level : _____

I. Motivation and Resource availability

1. Do you want to implement Ethio-SHEP approach in your woreda? YES NO
 If the answer is yes, then proceed, but if the answer is no, then you don't need to proceed.

Please write what contributing and inhibiting factors from having determined this percentage of success.

Contributing factors

Inhibiting factors

2. What is your confidence to success if you use SHEP approach in your woreda? _____%

1

2. Pre-step 2. Selection of woredas

Preparation	Activities
Pre-step 1	Sensitization workshop (for implementers) for selection of target area/group and introduction of the proposal system
Pre-step 2	Selection of woredas
Pre-step 3	SHEP Training of Trainers workshop
Pre-step 4	Selection of target farmer groups
Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - Crop calendar making and budgeting - (Optional) Market linkage forum
4. Farmers acquire skills.	- In-field training - Gender awareness raising - (Optional) Exchange visit - Field day
Monitoring and Evaluation (including participatory endline survey)	

We are here.

2.1. Introduction

woredas are selected through criteria setting and the proposal system combined with a field visit. Woredas which are interested in participating in the Ethio-SHEP activities should prepare proposals. The selection committee is organized by representatives of regional and zonal government staff who evaluate the proposals according to the criteria. This process ensures fairness and transparency of selection.

2.2. Objective

To select woredas through the proposal system and actual field visit by referring to each proposal's scores submitted by candidate woredas.

2.3. Arrangements of woreda selection committee meeting

2.3.1. Participants

- Organizer: Regional Horticultural (Crop Development) Directorate with zone Horticultural (Crop Development) Team.
- Facilitator: Zone Horticulture and Agricultural Extension Team.
- Participants: Relevant persons from federal, region, zone and woreda offices of agriculture.

2.3.2. Duration

One (1) day

Table 3. Program of woreda selection committee meeting (Sample)

Time	Activities
13:00 - 13:30	Introduction Opening remarks by zone officer
13:30 - 14:15	Review of the proposal system and selection criteria Review of the proposal scores and observation from the field visit Explanation of the scoring methods

	Question and Answer
14:15 - 14:30	Presentation of official results of scoring
14:30 - 16:00	Selection of woredas
16:00 - 16:30	Way forward (Issuing of an official letter by zone to the selected woredas) Closing remarks

2.3.3. Venue

The suggested venue is a meeting room at the zone agricultural office

2.4. How to prepare for the woreda selection committee meeting

- Woreda experts to submit a proposal to the zone agricultural office.
- Prepare a program for the meeting (Table 3).
- Prepare materials such as scoring sheets for the meeting (Appendix 1.1.3).
- Score and evaluate the proposals based on the set criteria.
- Prepare field assessment evaluation sheets for the field visit (Table 4 (Appendix 1.2.1)).

2.5. How to carry out the woreda selection committee meeting

- Region and zone government staff to rank the woredas according to the proposal scores.
- Based on the proposal scores, field visits are conducted to confirm field conditions and farmers' farming practices.

Implementation Tips: Why do we conduct field visits?

Site assessment by field visit gives the selection committee members a clearer understanding of condition of actual fields so they could select appropriate target sites and groups without mistakes and bias.

2.6. Way Forward

- Considering the proposal scores and observation during the field visits, the selection committee members discuss to select target woredas.
- Zone office sends an official letter to selected woredas.

Table 4. Sample checklist of site assessment

Items	Woreda			
	Kebele 1	Kebele 2	Kebele 3	Kebele 4
Kebele Name				
Specific site/ scheme name				
Command area of the scheme				
Altitude (meter) above sea level				
Number of beneficiaries (HHs)				
Availability of WUA				
Distance from woreda				
Accessibility from the main road				
Irrigation scheme condition				
Water access from the scheme in different seasons				
Irrigation production seasons (months)				
Horticulture experience				
Main horticulture crops produced in the area				
Access to input (Sources)				
Target market (including distance)				
Training venue (Available option)				
Main source of income for farmers				
Main problems related to horticulture production and marketing				
Other information				

2.7. Photograph



Scoring proposals by selection committee members.



Selection committee members carry out a field assessment by referring to the proposal.

3. Pre-step 3: SHEP Training of Trainers Workshop (SHEP ToT)

Preparation	Activities
Pre-step 1	Sensitization workshop (for implementers) for selection of target area/group and introduction of the proposal system
Pre-step 2	Selection of woredas
Pre-step 3	SHEP Training of Trainers workshop → We are here.
Pre-step 4	Selection of target farmer groups
Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - (Optional) Market linkage forum - Crop calendar making and budgeting
4. Farmers acquire skills.	- In-field training - Gender awareness raising - (Optional) Exchange visit - Field day
Monitoring and Evaluation (including participatory endline survey)	

SHEP ToT
covers the following Ethio-SHEP activities

3.1. Introduction

SHEP Training of Trainers (ToT) is to provide details of each training session of the Ethio-SHEP Approach to DAs who are the actual implementor of the approach together with regional, zonal, and woreda horticulture and gender experts. Woreda horticulture experts are expected to provide back support to DAs. Gender awareness training is vital to increase farmers' awareness on the gender issues, and is an essential part of the Ethio-SHEP approach. Without it, the impact of the Ethio-SHEP approach would remain partial, therefore a special attention should be given on gender awareness raising when planning the SHEP ToT.

3.2. Objectives

- To let region, zone, woreda experts and DAs understand the objectives, concepts, principles and activities of the Ethio-SHEP Approach.
- To introduce the Ethio-SHEP gender awareness training and practice it using gender analysis tools.
- To let region, zone, woreda experts and DAs understand their roles and responsibilities in implementing the Ethio-SHEP Approach as a training organizer.

3.3. Arrangement of training

3.3.1. Participants

- Organizer: Region and zone government offices (Horticulture, Extension and Gender Expert)
- Participants from:
 - Region:** Horticulture and Extension Process Owner, Horticulture and Extension Experts, Gender Experts
 - Zone:** Horticulture and Extension Process Owner, Horticulture and Extension Experts, Gender Experts
 - Woreda:** Horticulture and Extension Process Owner, Horticulture Expert, Gender Expert
 - Kebele:** Kebele agriculture office head and other agriculture experts (i.e. irrigation, agronomist, etc.)

3.3.2. Duration

Four (4) days

3.3.3. Venue

A conference room should be large enough to accommodate all participants and to conduct group works.

Time	Day 1	Day 2	Day 3	Day 4
8:30 – 9:00	Registration			
9:00 – 10:30	9:00 Opening remarks 9:10 – 9:30 Introduction of participants	Basic gender analysis (Lecture)	Lecture on sensitization meeting , target group selection, baseline survey (CP&IAD, and G24 Format)	Lecture on crop selection (45 min) Exercise for crop selection (45 min)
	9:30 - General introduction: Ethio-SHEP Approach (Concept, 4 steps, modality, etc.)			
10:30 – 11:00	Tea break			
11:00 – 12:30	Gender training: Why gender matters in agriculture	Exercise by group: (45min) Presentation of the group work and review session (45min)	Exercise on baseline survey format (45 min) Presentation of the group work and review session (45min)	Presentation and review for crop selection (45 min) Lecture on market linkage forum Explanation: Roles & Responsibility
12:30-13:30	Lunch break			
13:30- 15:00	Gender in SHEP (Group work)	Exercise on basic gender analysis tool 2 (45 min) Review session (45 min)	Lecture on market survey (45 min) Exercise by group (45 min)	Development of action plan
15:00-15:30	Tea break			
15:30-16:45	Presentation and discussion of the group work	Exercise on basic gender analysis tool 3 (40 min) Review session (40 min)	Review session of market survey exercise (45 min) Q&A (15 min)	Development of action plan Q&A
16:45 – 17:00	Wrap up of the day	Wrap up of the day	Wrap up of the day	16:00 Closing of the ToT

3.4. How to prepare for the training

- Identify the date and venue in consultation with respective regional, zone and woreda expert.
- Prepare the training program (Refer to the sample program).
- Prepare materials for training (Refer to Appendix 1.3).
- Arrange lecturers for sessions of specific components if necessary (i.e., gender).

3.5. How to carry out the training

Explain the following content to region, zone, woreda horticulture experts and DAs so that they can organize the following activities.

- Outline of the Ethio-SHEP Approach
- Roles & responsibilities of each staff members.
- Selection process and criteria of target farmer groups
- Contents of each training session of the Ethio-SHEP Approach

Implementation Tips: Why do we conduct a Training of Trainers (ToT) workshop?

Ethio-SHEP ToT is an opportunity for region, zone and woreda experts to acquire knowledge and skills on the Ethio-SHEP approach and how to conduct the gender training. Ethio-SHEP ToT helps them disseminate the SHEP market-oriented approach.

3.6. Way Forward

Please refer to the next step: Pre-step 4: Selection of target farmer groups.

3.7. Photograph



Participants from woredas and kebele experts attend the lecture on training components of the Ethio-SEHP Approach.

3.8. Sample Format

Baseline survey format of production, income, and cost

Crop Production and Income Analysis (CP&IA) Data Sheet ver. 1-2

Data obtaining Date: _____

Zone/Woreda: _____ WUA Name: _____

Farmers Name: _____ M/F: _____ # of the official list: _____ Mobile #: 0 _____
of sheet: _____

Crop Name (Variety)	Field size Unit (Fachasa, ha, Timad)	Harvest Yield (in local unit and kg)	Sales amount (in local unit)	Average Price (ETB per local unit)	Total Income (ETB)	Total Production Cost (ETB)	Net Income (ETB)
Irrigation crop 1		1 () = () kg				DAP/NPS Urea Seeds Chemicals Labour Others	
Irrigation Crop 2		1 () = () kg				DAP/NPS Urea Seeds Chemicals Labour Others	
Rain Fed Crop 1		1 () = () kg				DAP/NPS Urea Seeds	

Baseline survey format of agriculture techniques

General Horticultural Crop Production & Post-Harvest Handling Techniques (GHCP & PHHT) 24

Region: _____ Zone: _____

Name of Woreda: _____

Name of Farmer Group: _____ Date: / /

Name of Farmer: _____ Male / Female: _____ Tel. No.: _____

Pre to Post Cultivation Stages	Items	Horticultural Techniques Advocated for Adoption	Yes	No
1 Pre-Cultivation Preparation	Q1	Did you undertake any market survey to collect information of your crop cultivation and selling?		
	Q2	Did you prepare and use crop planning calendar(s) based on the market survey results or other information?		
	Q3	Did you evaluate your land soil fertility from yield, plant growth and soil structure?		
	Q4	Did you use recommended composting practices by using different organic materials to supply major nutrients: Nitrogen (N), Phosphorus (P), and Potassium (K) in preparing manure/heap?		
2 Land Preparation	Q5	Did you use recommended quality seed/planting materials with one or more of the following characteristics: disease resistance and/or tolerance, high yield, early maturity, better taste, able, marketable and/or longer shelf life?		
	Q6	Did you use one or more of the following recommended land preparation practices in management of pests & diseases: soil tillage, timely ploughing, appropriate depth of ploughing, removing diseased crop residue from the field, and using farm tools when they move from farm to farm to minimize spreading spread of soil borne pests & diseases?		
	Q7	Did you incorporate crop residues into the farm at least one month before planting?		
	Q8	Did you incorporate manure/compost or other organic fertilizers as a band application at least 1 - 2 weeks before planting?		

Market survey format

Market Survey Questionnaire

Date: / / Region: _____

Zone: _____ Woreda: _____

Market Survey Conducted by (names of farmer representatives): _____

Name & Contact of Produce Dealer	Produce & Variety	Produce Quality & Market Requirements	Peak Demand (months)	Unit Quantity & Frequency (daily/weekly etc.) of Supply	Place of Production	Purchasing Unit Price (ETB/kg)	Mode of Payment	Terms of Payment	Marketing Challenges	Dealer's willingness to purchase the produce from the Group

Crop selection sheet

Crop Selection Sheet

Date: / /

Region: _____

Zone: _____

Woreda: _____

Name of Group: _____

Crop / Variety	Consumed by the locals or not	Experience in cultivating the crop	Month of planting / maturity period	Major production challenges	Average marketable yield per ha (kg)	Average unit price (ETB/kg)	Total income per ha (ETB)	Cost of production per ha (ETB)	Estimated net income per ha (ETB)	Main market(s)	Market Requirements (Quality / Quantity)	Remarks	Ranking

4. Pre-step 4: Selection of Target Farmer Group

Preparation	Activities
Pre-step 1	Sensitization workshop (for implementers) for selection of target area/group and introduction of the proposal system
Pre-step 2	Selection of woredas
Pre-step 3	SHEP Training of Trainers workshop
Pre-step 4	Selection of target farmer groups
Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - Crop calendar making and budgeting - (Optional) Market linkage forum
4. Farmers acquire skills.	- In-field training - Gender awareness raising - (Optional) Exchange visit - Field day
Monitoring and Evaluation (including participatory endline survey)	

We are here.

4.1. Introduction

The Ethio-SHEP Approach focuses on empowering small-scale horticulture farmers to engage in market-oriented farming. There are many farmer groups under the Water Users Association (WUA). It is essential to select groups that can benefit from the Ethio-SHEP market-oriented approach. Target farmer groups are selected with criteria set by the selection committee members and each kebele's conditions are considered by the zone and woreda team members. This process ensures fairness and validity of target group selection.

4.2. Objectives

To select target farmer groups based on the selection criteria below.

4.3. Criteria of target farmer groups

The following table shows the selection criteria of target WUAs and farmer groups

Table 5. Selection criteria of Ethio-SHEP target farmer groups

#	Category	Criteria
1	Number of groups	One target farmer group is selected in each irrigation scheme to implement the Ethio-SHEP Approach
2	Group status	Select target farmer groups from both " Formal " and " Informal " groups Do NOT form a new group, but select one from existing groups
3	Membership	The group members should be between 30 and 40 persons . It is recommended to choose groups that include a chairperson of WUA, active farmers who are a member WUA, and those engaging in horticultural production on their own farm land (rather than renting their land to others).
4	Age	Youth who graduated schools and adults. It is advised that the majority of group members are young farmers.

#	Category	Criteria
5	Literacy	Some group officials should be literate or semi-literate so they could read and write during the training sessions and may also translate the training materials/handouts into their local languages when needed.
6	Occupation	Each group member is practicing horticulture .
7	Group activities	Choose groups whose primary income source is horticulture .
		Choose groups whose alternative income-generating activities do NOT impact negatively on horticulture .
		Choose groups that have potential to diversify their market channel from current vendors/middleman. (Do not choose the groups which are already satisfied with the current marketing channels)
		Choose groups which have started, or willing, to buy inputs and sell their produce as a group.
8	Group attitude	Choose groups with a healthy & positive attitude towards extension service providers to enable them to communicate well.
		Choose groups with high motivation to learn new ideas & technique
		Choose groups with ability & willingness to mobilize their own resources . Avoid groups that expect any form of inputs.
9	Area under coverage	Choose groups that evenly cover the production areas in the selected scheme. Avoid choosing groups from the same areas only.
		Avoid choosing groups from the areas which have security concerns . It might cause some adverse effects to field activities.
		Choose the scheme with permanent irrigation water source throughout the production season .
10	Availability of DAs	Choose groups in areas where there are motivated and hard-working DAs, preferably with background of irrigation agriculture, or where one could be allocated or hired for a vacant post.
11	Accessibility	Choose groups of farmers whose farm lands are accessible by road in any weather, since DAs and woreda experts need to visit groups to facilitate a series of in-field trainings.
12	Group's sensitivity to gender issues	Pay attention to gender balance, and avoid choosing groups with a ratio of female members being less than 30 % . It is ideal to have equal ratio of male and female among members (50% each) . Participation of female-headed household is preferable .

4.4. How to carry out selection of representative farmer groups

- Woreda horticulture experts and DAs choose a candidate WUA and submit to the zone team based on the selection criteria. (Table 5.)
- Zone team, together with woreda experts and DAs, visit the target scheme and the candidate group.
- Woreda experts and DAs mobilize the WUA and ask them to voluntarily form a representative farmer group if members of the WUA is larger than 40 members.
- Woreda experts and DAs discuss with members of the WUA to choose a representative farmer group which has an interest in practicing a series of the Ethio-SHEP activities. Subsequently, woreda experts and DAs are mandated to provide feedback to the WUA.

Implementation Tips: Why do we need criteria for selecting target farmers groups?

By applying group selection criteria, it becomes possible to identify right groups with innovative and committed farmers who can adopt the Ethio-SHEP approach.

2-2: Training Target Farmer Groups

1. Step 1: Sensitization Workshops for Representative Farmer Group from Target Water Users Association

Preparation	Activities
Pre-step 1	Sensitization workshop (for implementers) for selection of target area/group and introduction of the proposal system
Pre-step 2	Selection of woredas
Pre-step 3	SHEP Training of Trainers workshop
Pre-step 4	Selection of target farmer groups
Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - Crop calendar making and budgeting - (Optional) Market linkage forum
4. Farmers acquire skills.	- In-field training - Gender awareness raising - (Optional) Exchange visit - Field day
Monitoring and Evaluation (including participatory endline survey)	

We are here.

1.1. Introduction

The sensitization workshop provides members of target groups with a clear picture as to what the Ethio-SHEP Approach offers. It is an important activity to develop a common understanding of the subsequent SHEP activities.

1.2. Objective

- To sensitize target farmer groups on the Ethio-SHEP Approach and subsequent SHEP activities.
- To select representative farmers from a target WUA if their membership is more than 35 persons.
- To share the concept of the Ethio-SHEP approach. It is a capacity development approach to change farmers mindset from "Grow and Sell" to "Grow to Sell", so any inputs such as seeds, fertilizer financial support, canal construction are not provided to farmers.

1.3. Arrangements for training

1.3.1. Participants

- Organizer: Woreda and kebele experts
- Participants: Members of the target farmer group/WUA

1.3.2. Duration

Half day

Table 6. Sample program of sensitization workshops of target farmer groups

Time	Activities
8:30 – 9:00	Registration

	Opening remarks
9:00 – 9:20	A brief explanation of the Ethio-SHEP approach. (What we can do and cannot do)
9:20 – 9:40	Achievement through the Ethio-SHEP previous intervention (Sharing goals with farmers as to what changes they can expect through the intervention)
9:40 – 10:00	A brief outline of the Ethio-SHEP step-by-step approach
10:00 – 10:30	Explaining the role of representative farmers Selecting representative farmers
10:30 – 11:00	Q & A
11:00 – 11:30	Way forward Closing remarks

1.3.3. Venue

The venue should be a place nearby the target group's village, such as under the shade of trees or at FTC.

1.4. Sample budget estimation

Budget Category	No. of Days	No. of Persons
Per Diem (Woreda expert)	1	2
Per Diem (Zone expert)	1	1
Per Diem (Driver of zone expert) (if necessary)	1	1
Transport/Fuel cost (Woreda expert)	2	TBD
Fuel cost for zone expert	1	1
Materials (Flip chart, pen)	1	1

**Above are hypothetical figures, and when implementing actual activities, adjustment is required based on the conditions in the various woredas.*

1.5. How to prepare for the workshop

- Woreda and kebele experts prepare the program (Table 6).
- Woreda experts and DAs identify the date and venue, and communicate with the participants.
- DAs mobilize the community to gather in the venue.

1.6. How to carry out the workshop

- Woreda and kebele experts to implement the program.

Implementation Tips: Why do we conduct a sensitization workshop?

Sensitization workshop provides participants with clear understanding of the Ethio-SHEP approach and its concept, and build a good relationship between target groups and implementers.

1.7. Way forward

- Representative farmers sensitize the rest of the group members with the information and knowledge gained through the workshop.
- DAs and target group members implement subsequent step-by-step Ethio-SHEP activities.

1.8. Photographs



Sensitization Workshop conducted in nearby the target community



Tips for Gender Mainstreaming

Sensitization workshop was not always organized at the center of the village, and it was held without considering the community holiday schedule and women’s participation. So, when organizing the sensitization workshop, it is important to create DAs’ awareness to consider convenience of participants’ family members (wife, children, and husband), set the workshop venue near the village, and set the workshop date on local holiday which is an off-work day. It is also important to encourage women to speak about their experiences.

Column: Voice from the field in Ethiopia

TEACH A MAN TO FISH AND YOU FEED HIM FOR A LIFETIME

“Ethio-SHEP is not a project which gives financial or material support to farmers, but it gives technical support. On the other hand, other development projects often provide such supports. So, at the beginning, we had difficulties to convince farmers to join the Ethio-SHEP activities since many of them expected to receive something from the project.

However, as we explained them about the project’s concept and showed the results by in-field trainings in the demonstration fields, farmers gradually understood the SHEP approach. **Now they do not care about financial or material support.** They know that they have gotten enough benefit from the project.”



Mr. Tsega Mamo (Agronomist, Project Focal Person, Tiyo woreda, Arsi zone, Oromia region)

2. Step 2: Participatory Baseline Surveys

Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - Crop calendar making and budgeting - (Optional) Market linkage forum
4. Farmers acquire skills.	- In-field training - Gender awareness raising - (Optional) Exchange visit - Field day
Monitoring and Evaluation (including participatory endline survey)	

We are here.
 

2.1. Introduction

- Baseline survey is essential for any project/program to determine changes and progress of target groups from the project/program intervention.
- Extension officers and farmers learn through the baseline survey:
- Farmers can understand the importance of record keeping in recognizing their actual profit from farming.
- Woreda experts and kebele DAs can grasp knowledge and income level of target farmers.
- Woreda experts and DAs can acquire necessary knowledge and lean skills gap by implementing the baseline survey in a participatory way.
- The following two (2) survey tools will be used for the survey:
 - Crop Production & Income Analysis Data (CP&IAD) sheet*
The CP&IAD sheet is a tool to determine the level of yield & income of the target farmers. Individual members of the target farmer groups are requested to provide data on their farming activities.
 - General Horticultural Crop Production & Post-Harvest Handling Techniques 24 (GHCP & PHHT24)*
The 'GHCP & PHHT 24' is a tool to assess the level of the target farmers in using basic horticultural crop production techniques. Individual members of the target farmer groups are requested to provide information on techniques and skills adopted or not adopted. It also collects information on whether farmers adopted collective input purchase or collective selling of products. Information related to gender-related issues will also be collected simultaneously.

2.2. Objectives

- To determine the level of yield and income of horticulture crops among target farmer group members.
- To assess the level of individual farmers in adopting basic horticultural production techniques.
- To know whether target farmer groups practice collective purchase or selling.
- To know about the current situation on gender-related issues.

2.3. Arrangements for the workshop

2.3.1. Participants

Organizer: DAs together with woreda horticulture team or crop development team, agricultural extension team and zone focal person.

Participants: Representative farmers from the target farmer group.

2.3.2. Duration

One (1) day

Table 7. Sample program of baseline survey exercise

Time	Activities
8:30 – 9:00	Registration Opening remarks
9:00 – 11:20	Baseline survey tool 1: Recording Crop Production & Income Analysis Data (CP&IAD) sheet of target group farmers Baseline Survey Tool 2: Recording General Horticultural Crop Production & Post-Harvest Handling Techniques (GHCP&PHHT) 24
11:20 – 11:30	Way forward Closing remarks

2.3.3. Venue

The venue should be a place nearby the target group’s village such as under the shade of trees, local church or FTC)

2.4. Sample budget estimation for woreda

Budget Category	No. of Days	No. of Persons
Per Diem (Woreda expert)	1	2
Transport/Fuel cost (Woreda expert)	2	2
Materials (Baseline survey format, stationary)	1	45

** Above are hypothetical figures, and when implementing actual activities, adjustment is required based on the conditions in each woreda.*

Sample budget estimation for zone

Budget Category	No. of Days	No. of Persons
Per Diem (Zone Expert)	1	1
Per Diem (Driver for zone expert) (if necessary)	1	1
Fuel cost for zone expert	1	1

2.5. How to prepare for the workshop

- Zone and Woreda horticulture and extension teams prepare necessary tools (CP&IAD sheets, GHCP&PHHT 24, and other information sheets including membership list & attendance list) for the Baseline Survey (Appendix 2.2).
- Woreda Horticulture/Crop Development and Extension teams schedule the Baseline Survey.

2.6. How to Carry Out the Workshop

Woreda teams and DAs explain farmers about the survey questionnaire and distribute the questionnaire sheets. Illiterate farmers should be supported by literate farmers or DAs to fill the questionnaire. At the first time, make sure if farmers understand the meaning of each question.

Implementation Tips: Why do we conduct a participatory baseline survey?

Participatory baseline survey will provide DAs and woreda experts with understanding of target farmers’ income, knowledge level, skills and gender perspective. Farmers become able to know current situation of their income and farming knowledge through the exercise.

2.7. Way forward

Discuss with farmers about arrangement of the market survey.

2.8. Photographs



Kebele expert supporting illiterate farmers on how to fill out the baseline survey sheet

2.9. Sample Format

Figure 6. Baseline and endline survey format

Crop Production and Income Analysis (CP&IA) Data Sheet ver. 1-2

Zone/Woreda: _____ WUA Name: _____ Data obtaining Date: _____

Farmers Name: _____ M/F: _____ # of the official list: _____ Mobile #: 0 _____

of sheet: _____

Crop Name (Variety)	Field size Unit (Fachasa, ha, Timad)	Harvest Yield (in local unit and kg)	Sales amount (in local unit)	Average Price (ETB per local unit)	Total Income (ETB)	Total Production Cost (ETB)	Net Income (ETB)
Irrigation crop 1		1 () = () kg				DAP/NPS Urea Seeds Chemicals Labour Others	
Irrigation Crop 2		1 () = () kg				DAP/NPS Urea Seeds Chemicals Labour Others	
Rain Fed Crop 1		1 () = () kg				DAP/NPS Urea Seeds Chemicals Labour Others	
Rain fed Crop 2		1 () = () kg				DAP/NPS Urea Seeds Chemicals Labour Others	

Figure 7. Example of baseline survey format

Date: XXXX / XX / XX **Example**
 Name of woreda: XXXXXXXX Name of kebele: XXXXXXXX Name of the Farmer Group: XXXXXX
 Name of Farmer: XXXXXXXX Male/Female: M/F Tel. No.: XXXXXXXXXXXXXX

Crop Name (Variety) 1	Field size Unit (Fachasa, ha, Timad) 2	Harvest Yield (in local unit and KG) 3	Sales Amount (in local unit) 4	Average Price (ETB per local unit) 5	Total Income (ETB) 6	Total Production Cost (ETB) 7	Net Income (ETB) 8
Irrigation crop 1	3 timad	1 (qt) = (100) kg	90 qt	500 ETB	45,000	DAP/NPS: 1,890 ETB / 135kg Urea 1,260 ETB / 90kg Seeds 10,500 ETB/150 kg Chemical 600 ETB / 2 btl Labour 600 ETB Others 300 ETB	29,850
Potato		100 qt					
Irrigation Crop 2	2 timad	1 (qt) = (75) kg	180 qt	200 ETB	36,000	DAP/NPS: 1,680 ETB / 120kg Urea 700 ETB / 50kg Seeds 1,600 ETB / 200g Chemical 1,200 ETB / 3btl Labour 1,000 ETB	29,820
Head Cabbage		210 qt					
Rain Fed Crop 1	2 timad	1 (qt) = (110) kg	11 qt	800 ETB	8,800	DAP/NPS 1,600ETB / 100 kg Urea 700 ETB / 50 kg Seeds 1,100 ETB / 50 kg Chemical 1,200ETB / 2 btls Labour 300 ETB	3,900
Wheat		80 qt					
Rain fed Crop 2		1 = kg				DAP/NPS Urea Chemical Seeds	



Tips for Gender Mainstreaming

Women’s participation in giving baseline information on horticultural crop production is often limited because of dominance by men. Therefore, when we conduct the baseline survey, apply participatory data collection from both wife and husband, and consider male and female participation in agricultural practices and marketing.

Figure 8. Baseline and endline survey format on agricultural techniques

General Horticultural Crop Production & Post-Harvest Handling Techniques (GHCP & PHHT) 24

Region: _____ Zone: _____

Name of Woreda: _____

Name of Farmer Group: _____ Date: ____ / ____ / ____

Name of Farmer: _____ Male / Female: _____ Tel. No.: _____

Pre to Post Cultivation Stages		Items	Horticultural Techniques Advocated for Adoption	Yes	No
1	Pre-Cultivation Preparation	Q1	Did you undertake any market survey to correct information of your crop cultivation and selling?		
		Q2	Did you prepare and use crop planning calendar(s) based on the market survey results or other information?		
		Q3	Did you estimate your land soil fertility from yield, plant growth and soil observation?		
		Q4	Did you use recommended composting practices by using different organic materials to supply major nutrients: Nitrogen (N), Phosphorus (P), and Potassium (K) in preparing manure/compost?		
		Q5	Did you use recommended quality seed/planting material(s) with one or more of the following characteristics: disease resistance and/or tolerance, high yield, early maturity, better tastes, size, marketability and/or longer shelf life?		
2	Land Preparation	Q6	Did you use one or more of the following recommended land preparation practices in management of pests & diseases: solarization, timely ploughing, appropriate depth of ploughing, removing diseased crop residue from the field, and washing farm tools when they move from farm to farm to minimize spreading spread of soil borne pests & diseases?		
		Q7	Did you incorporate crop residues into the farm at least one month before planting?		
		Q8	Did you incorporate manure/compost or other organic fertilizers as a basal application at least 1 – 2 weeks before the planting?		
3	Crop Establishment (Planting/Transplanting)	Q9	Did you use recommended practices in raising seedlings for vegetables?		
		Q10	Did you use recommended planting/transplanting spacing?		
		Q11	Did you apply fertilizer at recommended amount during your crop cultivation?		
4	Crop Management	Q12	Did you follow the appropriate frequency of irrigation in each crop and growth stages?		
		Q13	Did you ensure timely weeding and use of appropriate weeding tools in managing of weeds?		
		Q14	Did you undertake appropriate top-dressing practices: timeliness, type and recommended rate of application, and method of application?		
		Q15	Did you use at least two of the following pests and diseases control/management practices: cultural, biological, physical, and chemical? (crop rotation, removing diseased plant, ash application, monitoring and spraying chemical if necessary)		
		Q16	Did you follow the use of safe and effective use of pesticides: appropriate doses, recommended pesticides, and Pre Harvest Interval (PHI)?		
5	Harvest	Q17	Do you know the sign of crop maturity in your cash crop? (color, size, neck bending, etc.)		
6	Post-Harvest Handling	Q18	Did you consider appropriate post-harvest handling for your cash crops? (dry/cure the crops before transporting, cut the onion stem at appropriate height, keep harvest (tomato, potato, etc.) under shade, hung crops under roof with well-ventilated place (onion, garlic))		
		Q19	Did you perform sorting, grading and cleaning for value addition of your produce?		
7	Cost and Income Analysis	Q20	Did you keep records on cost of production and sales and undertake cost and income analysis (Did you review crop calendar you made?)		
8	Collective Action	Q21	Did you establish linkages with new business stakeholders? (buyers/wholesalers, middlemen), sellers(Agro-dealers), lenders, research institutes, cooperatives, seeds supplier)		
		Q22	Did you purchase agricultural inputs such as seed, fertilizer and chemicals as a group (group purchasing)?		
		Q23	Did you arrange transportation of the produce collectively or sell your produce collectively (group selling)?		
9	Gender	Q24	Did you discuss your farming plan (what to grow and how to sell) with your partner?		

* Please tick (✓) appropriately for "YES" or "NO". Any additional information, please write on the margin.

3. Step 3: Market Survey

Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - Crop calendar making and budgeting - (Optional) Market linkage forum
4. Farmers acquire skills.	- In-field training - Gender awareness raising - (Optional) Exchange visit - Field day
Monitoring and Evaluation (including participatory endline survey)	



3.1. Introduction

One of the main purposes of the Ethio-SHEP approach is capacity development of target farmers; therefore, market survey is conducted not by extension officers or consultants but by farmers themselves. By conducting a market survey, farmers learn the market demand, appropriate time to supply produce to the market, crop type and quality & quantity needs (i.e. what wholesalers/shop owners want to buy from farmers, the reason why wholesalers/shop owners don't want to buy from some farmer groups). Through the discussion with wholesalers/shop owners, farmers become able to **build a good relationship** with them as business partners.

3.2. Objectives

- To understand information gaps between farmers and market actors.
- To build a good relationship with wholesalers/shop owners.
- To collect basic information of their potential target crops.

3.3. Arrangements for the workshop

3.3.1. Participants

- Organizer: Woreda horticulture/crop development team, woreda trade office and zone horticulture/crop team.
- Participants: Representative farmers from target farmer groups and DAs.

3.3.2. Duration

Half day

Table 8. Sample program of market survey exercise

Time	Activities
7:30 - 8:00	Registration and briefing on how to communicate with market actors
8:00 – 10:00	Conducting market survey. After the survey, summarizing the information collected by each group
10:00 - 11:50	Information sharing (Sharing vendors information, price, peak demand, any other findings)
11:50 - 12:00	Wrap up and way forward
12:00 - 13:00	Lunch (optional)

3.3.3. Venue

The venue should be nearby the target market. (Local market is preferable)

3.4. Sample budget estimation

Budget Category	No. of Days	No. of Persons
Per Diem (Development Agents)	1	3
Per Diem (Woreda Expert)	1	2
Transport cost (Development Agents)	1	3
Transport/Fuel cost (Woreda Expert)	2	2
Materials (Market survey format, flipchart, pens and clip board)	1	1

**Above are hypothetical figures, and when implementing actual activities, adjustment is required based on the conditions in each qoreda.*

3.5. How to prepare for the workshop

- Woreda horticulture/crop team, together with experts from the trade office, arrange the schedule, survey time and date with market actors.
- Organize a briefing session with market survey members selected from target farmers, and explain wholesalers and retailers about purpose of the survey.
- Translate the market survey formats if necessary, and print them out (Appendix 2.3)

3.6. How to carry out the workshop

- Before visiting the market, divide participants into small groups. Four to six persons in one group may be appropriate.
- Discuss with the group members and assign the following roles: leader, interviewer, notetaker, and timekeeper.
- Experts support each farmer group, but remember that officers are only supporters rather than actors. Encourage farmers to ask questions to wholesalers and retailers by themselves.

Implementation Tips: Why do we encourage farmers to conduct a market survey by themselves?

Ethio-SHEP market survey enables farmers to gather market information, such as peak demand time, to fill the information gaps between producers and traders. It will also help farmers establish a trust with traders.

Table 9. Roles and responsibilities

No	Role	Responsibility
1	Leader	Provide initial and final greetings to the wholesalers/shop owners.
2	Interviewer	Ask questions to interviewees.
3	Notetaker	Fill the questionnaire formats.
4	Timekeeper	Try to finish the interview within 15 minutes. Stop interviewing if customers come for shopping.

* The role of DA is to support filling the formats.

3.7. Way forward

Representative farmers provide feedback to other farmers about market survey and how they conducted it.

3.8. Photographs



Farmers asking questions to wholesalers



Farmers filling the market survey format



Tips for Gender Mainstreaming

Most of the time, male farmers were selected as a market survey team member. Therefore, encourage women's participation in the market survey because women frequently go to market and have more market information about proximity, required crop quality (taste, size) and price.

4. Step 4: Target Crop Selection

Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - Crop calendar making and budgeting - (Optional) Market linkage forum
4. Farmers acquire skills.	- In-field training - Gender awareness raising - (Optional) Exchange visit - Field day
Monitoring and Evaluation (including participatory endline survey)	

We are here.

4.1. Introduction

Target crop selection aims to let the market survey team share information about market demands on the selected crops with other group members. Through the target crop selection, other group members can learn market needs, seasonal peak price and its fluctuation. Based on the information collected through the market survey and farmers' previous experience, farmers decide their target crops.

4.2. Objective

- To share market information with other group members
- To explain estimated sales and costs of the surveyed crops until majority of the participants understand.
- To discuss their farming plan based on the market demands and their previous experiences.
- To provide technical advice on the target crops in relation to the agro-ecological conditions.
- To share relevant information and experience on other community members around their target area.

4.3. Arrangements for the crop selection workshop

- Organizer: DAs and woreda horticulture team
- Participants: All the target group members with their spouses.

Table 10. Sample program of crop selection-exercise

Time	Activities
8:30 – 9:00	Registration Opening remarks
9:00 – 9:30	Sharing market information from representative farmers
9:30 – 10:30	Filling out the market crop selection sheet with participants
11:20 – 11:30	Way forward Closing remarks

4.3.1. Venue

The venue should be nearby the target group's village, such as under the shade of trees or at FTC.

4.4. Sample budget estimation

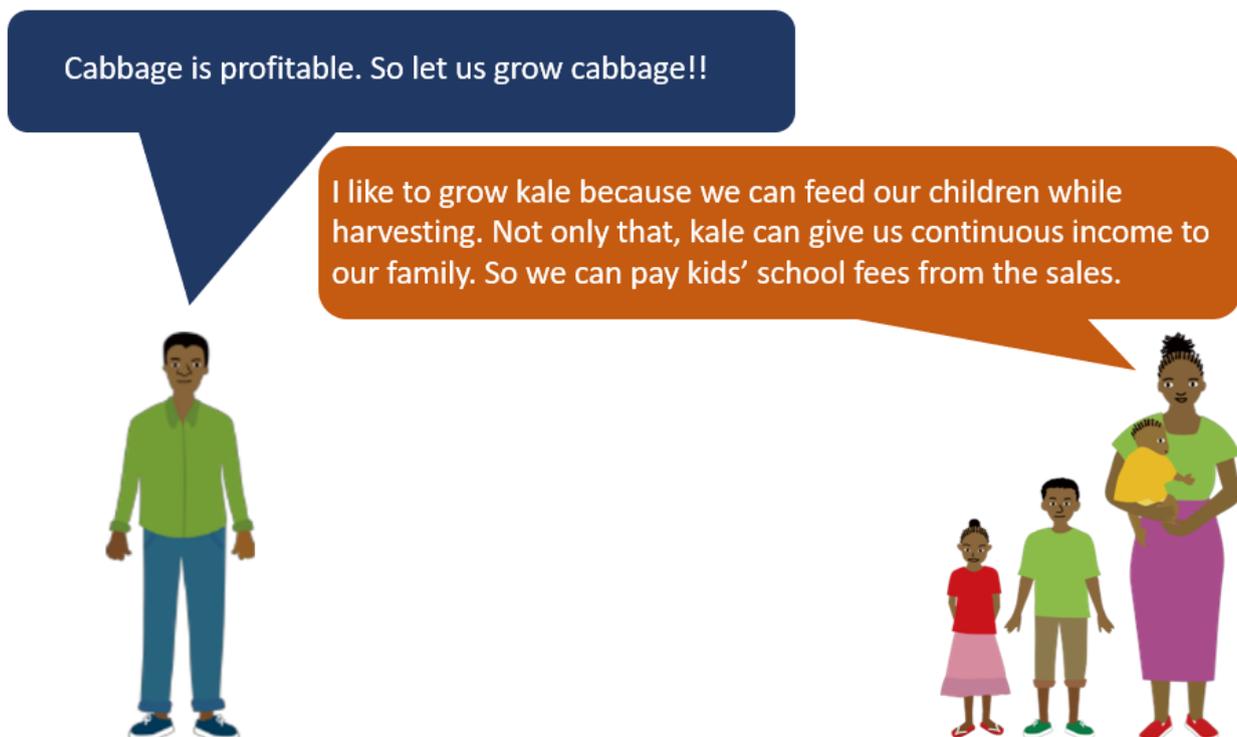
Budget Category	No. of Days	No. of Persons
Per Diem (Woreda Expert)	1	2
Transport/Fuel cost (Woreda Expert)	1	2
Materials (Crop selection format, flip chart, pens)	1	5

** Above are hypothetical figures, and when implementing actual activities, adjustment is required based on the conditions in each woreda.*

4.5. How to prepare for the workshop

- Agree on the workshop schedule with community members. Workshop date should preferably be set on a day when participants' spouses are available.
- Prepare flipcharts and pens. Before starting the workshop, write down a crop selection format on the flip-chart. (Appendix 2.4)

Note: Male farmers are likely to choose target crops based on profitability, while women think more holistically considering their kids, animals, possibility of continuous income, etc. Therefore, attendance of both males and females is vital to make the right decision for each household.



4.6. How to carry out the workshop

- Representative farmers share market information with group members.
- DAs/representative farmers facilitate group members to fill out the crop selection sheet (Figure 11)
- DAs facilitate the group members to discuss advantages and disadvantages of listed crops. Target crops should be easy to grow for most of the group members. Their area should be suitable for producing selected crops, and agro-inputs should be available and affordable.
- Each group member votes for his/her preferred crops (blind voting). Write the name of his/her 1st and 2nd select crops on the voting paper.
- If many farmers are illiterate, ask farmers to close their eyes and let their faces down towards the ground to avoid powerful members (group leaders, successful business person or well-educated person) not influencing the group's decision. (Refer to the picture below)

Implementation Tips: Why conducting target crop selection

Crop selection workshop enables farmers to select market-demanded crops that suit agro-ecology and with high market value. Through this workshop, participants can learn about their target crops.

4.7. Way forward

- Discuss with farmers when DAs can provide training.

4.8. Photographs



Representative farmers sharing the result of the market survey



Farmers voting their target crop

Column: Voice from the field in Ethiopia

CROP DIVERSIFICATION CAN MITIGATE THE RISK

“The key change SHEP brought on me and on my group is to let us be aware of growing a diverse variety of crops at the right season, so that we can mitigate the impact of the market fluctuation. Crops with lesser prices can be compensated by the other crop with higher price.”

Mr. Aliya Ertiban (Farmer in Souste Tirba Kebele, Ankesha Woreda, Awi zone, Amhara Region)



Tips for Gender Mainstreaming

If women do not participate in crop selection, their sense of ownership and decision making would be reduced. Therefore, it is important to encourage maximum participation of women in crop selection. It is also important to consider women’s workload on growing selected crops, marketability, supplemental nutritional value, etc.

4.9. Sample format

Figure 11. Format of crop selection

Crop Selection Sheet

Date: _____ / _____ / _____ Region: _____
 Zone: _____ Woreda: _____
 Name of Group: _____

Crop / Variety	Consumed by the locals or not	Experience in cultivating the crop	Month of planting / maturity period	Major production challenges	Average marketable yield per ha (kg)	Average unit price (ETB/kg)	Total income per ha (ETB)	Cost of production per ha (ETB)	Estimated net income per ha (ETB)	Main market(s)	Market Requirements (Quality / Quantity)	Remarks	Ranking

Figure 12. Example of crop selection sheet

Example Crop Selection Sheet

Date: _____ / _____ / _____ Region: _____
 Zone: _____ Woreda: _____
 Name of Group: _____

Crop / Variety	Consumed by the locals or not	Experience in cultivating the crop	Month of planting / maturity period	Major production challenges	Average marketable yield per timad (1/4ha) (kg)	Average unit price (ETB/kg)	Total income per timad (ETB)	Cost of production per timad (ETB)	Estimated net income per timad (ETB)	Main market(s)	Market Requirements (Quality / Quantity)	Remarks	Ranking
Potato / Gudene	Yes	Yes	April / 4 months	Disease (Late blight)	5,000	5.0	25,000	7,610	17,390	A Market B Market	A Market: 50qt on Friday B Market: 10qt everyday	Local market buys small size	1
Onion / Adama Red	Yes	Yes	August / 4 months	Disease (Downy mildew)	4,000	12.0	48,000	6,230	41,770	C Market D Market	C Market: 100qt on Tuesday D Market: 5qt everyday	C Market prefers dard red color, and midium	3
Cabbage / Euro	Yes	Yes	October / 4 months	Pests (Aphids)	10,000	2.7	27,000	5,290	21,710	A Market D Market	A Market: 120qt on Saturday B Market: 5qt everyday	small size canbe sold at local market	2

5. Step 5: Market Linkage Forum

Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - Crop calendar making and budgeting - (Optional) Market linkage forum
4. Farmers acquire skills.	- In-field training - Gender awareness raising - (Optional) Exchange visit - Field day
Monitoring and Evaluation (including participatory endline survey)	

We are here.

5.1. Introduction

The Market Linkage Forum (MLF) is organized to facilitate business engagement between farmers and stakeholders. Ethio-SHEP project organizes MLF after selecting their target crops. The MLF provides farmers with opportunities to obtain necessary information about production of their selected crops, inputs access and market demands.

5.2. Objectives

- To initiate a contact between target farmer groups and market stakeholders.
- To strengthen the business linkage between target farmer groups and stakeholders.
- Woreda experts are encouraged to hold a MLF at least once a year to develop new partnerships and to strengthen further business linkage between farmer groups and market stakeholders.

5.3. Arrangements for the forum

5.3.1. Participants

- Organizer: Regional agriculture bureau, cooperative office and trade office in zone and woreda
- Supervisor: Regional agriculture bureau
- Participants:

Federal: Horticulture directorate, input directorate, marketing department.

Region: Bureau head or deputy, representative from cooperative office, trade office, agricultural inputs regulatory authority, farmer's cooperatives, cooperative unions and input suppliers.

Zone: Representative from input office, zone trade office, zone cooperative office, city trade office.

Woreda: Representative from trade office, cooperative office, input office, and horticulture team.

Kebele: One kebele leader from each site.

5.3.2. Duration

One day

Table 11. Program for the Market Linkage Forum (sample)

Time	Activity
8:30 - 9:00	Registration
9:00 - 9:05	Welcome remarks
9:10 - 9:40	Explanation on farmer groups profile (input requirement, production

	potential)
9:40 – 10:10	Profile sharing by participants (input suppliers, wholesalers, cooperatives)
10:10 – 10:30	Tea break
10:30 – 10:45	Experience sharing by groups with previous experiences (if available)
10:45 – 12:00	Group discussion
12:00 – 12:20	Presentation of group discussion
12:20 – 12:30	Closing remarks
12:30 -	Lunch

5.3.3. Venue

The venue should be a convenient place for participants in terms of cost, distance, availability of conference facilities, preferably at a government institution.

5.4. Sample budget estimation

Budget Category	No. of Days	No. of Persons
Per Diem (Farmers)	1	16
Per Diem (DAs)	1	12
Per Diem (Woredas)	1	8
Per Diem (Zones)	1	2
Per Diem (Region)	1	1
Travel Costs (Public means) (Woreda expert, DAs, xx Farmer Reps [xx each])	1	36
Training Facilities & Equip.	1	1
Fuel for Region's Vehicle	1	1
Fuel for Zone's Vehicle	1	1
Group Lunch	1	50

**Above are hypothetical figures and, when implementing actual activities, adjustment is required based on the conditions in each woredas.*

5.5. How to prepare for the forum

5.5.1. Preparatory meetings with identified stakeholders

- Region and zone offices share roles and responsibilities with woreda to identify market stakeholders.
- Region, zone and woreda teams request market stakeholders to prepare their business profiles.
- Target farmer groups develop their group profiles with DAs.
- Region, zone and woreda experts brief the market stakeholders about what information to be shared at the forum through individual contacts.
- Woreda experts and DAs support farmers share the farmer group profiles with the market stakeholders.
- Zone and woreda experts identify date and venue of the forum and coordinate the schedule with the market stakeholders.
- Region, zone and woreda experts collect the market stakeholders' profiles.

5.5.2. Preparatory meetings with target farmer groups & selection of representative farmers

- DAs should inform target farmer groups about the participants' profile and facilitate discussion with group members on what they already know about market actors and what kind of information they would request their representative farmers to collect on the forum.
- Region, zone and woreda experts make sure the market stakeholders' profiles to be available at least one week before the forum.
- Farmers select their representatives democratically, considering equal gender balance (up to four members: two male and two female).

5.5.3. Other preparations

- Region, zone and woreda officers arrange the venue of the forum.
- Region, zone and woreda officers draft schedule of the forum (Table 11).
- Organize necessary handouts and profiles of target farmer groups and market stakeholders (Appendix 2.5).

5.6. How to carry out the Market Linkage Forum

5.6.1. Market stakeholder's booths

Make sure the following arrangements are made.

- **Seating arrangement:** Each stakeholder needs their own place to discuss with farmers. Extra seats should be placed for DAs to facilitate discussion between farmers and stakeholders.
- Seats can be arranged in a classroom style or a circle shape depending on the size of the room.
- Time management: The organizer should manage time for discussion by following the time schedule.
- Profiles: Market stakeholders and farmer groups bring their pre-circulated profiles.
- DAs should support representative farmer groups while discussing with other participants. This helps the farmers make quick decisions on technical issues and follow-up on business negotiations/linkages.

5.6.2. Farmer group's booths

- Representative farmers who are invited to the MLF are encouraged to bring sample vegetables to show other stakeholders. This arrangement facilitates a detailed discussion between farmers and wholesalers.
- Wholesalers explain quality preferences based on the vegetables farmers brought.

Implementation Tips: Why do we conduct the market linkage forum?

Market linkage forum enables farmers to link with different market stakeholders and exchange their address and profile for further communication.

5.7. Way forward

- Representative farmers need to disseminate information obtained from the forum.
- Facilitation is needed to conduct follow-up meetings, if necessary, between the target farmer groups and market stakeholders to conclude unfinished business. DAs are recommended to attend the meeting together with the farmer groups.
- Cooperative/trade office may support representative farmer groups for contract farming with a private company such as a food processing company.

5.8. Photographs



Input suppliers introducing their business to farmers



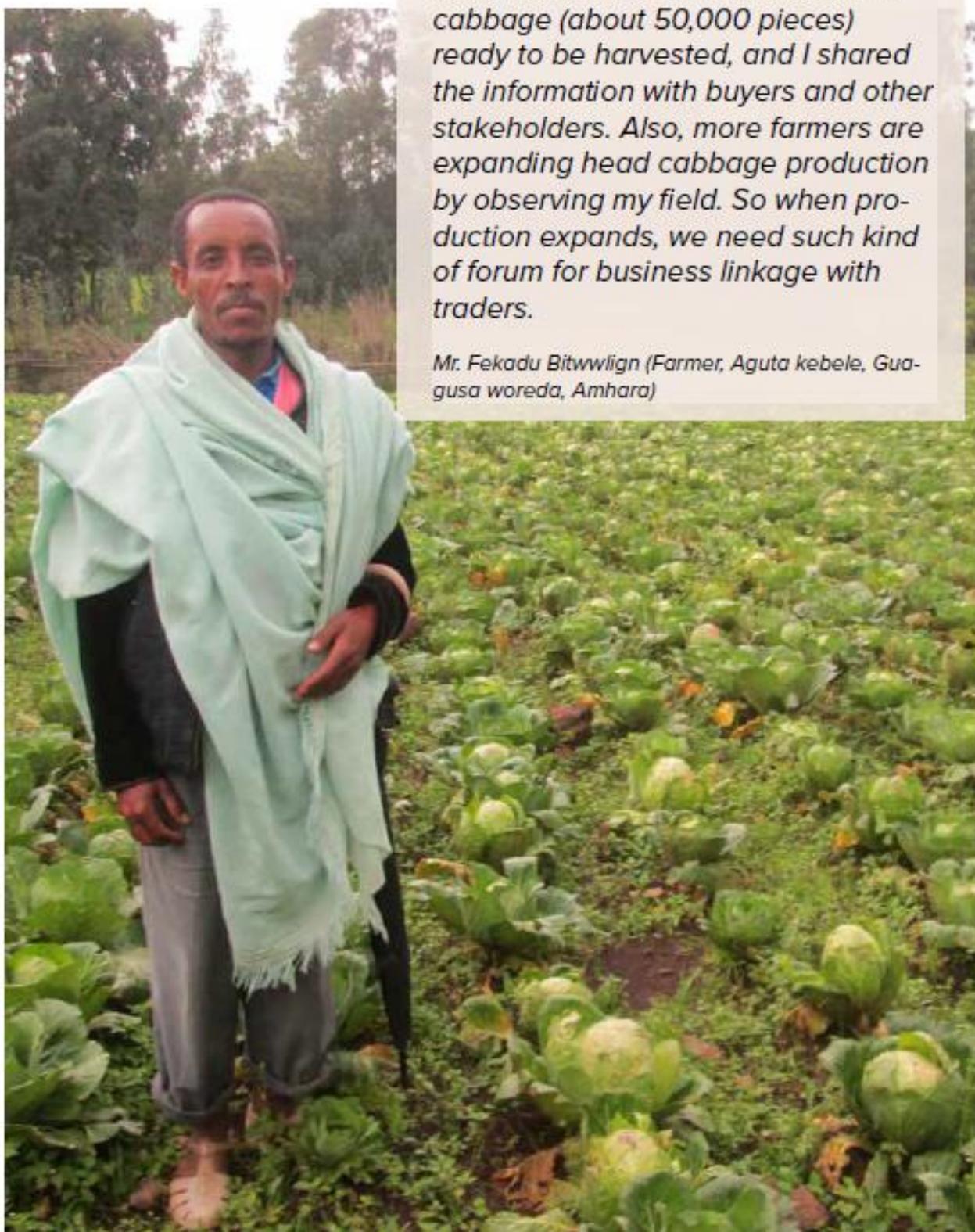
Business dialogue between wholesalers and farmers



Tips for Gender Mainstreaming

Women's participation was less in the market linkage forum due to men's dominance, and it affected women's access to information on agricultural input supply and available output market. There must be women's participation to strengthen their market linkage because they play key roles in increasing their household income.

The Forum Provides a Business Chance to Farmers



I am happy to participate in this forum because currently, I have head cabbage (about 50,000 pieces) ready to be harvested, and I shared the information with buyers and other stakeholders. Also, more farmers are expanding head cabbage production by observing my field. So when production expands, we need such kind of forum for business linkage with traders.

Mr. Fekadu Bitwwlign (Farmer, Aguta kebele, Guagusa woreda, Amhara)

Figure 13. Mr. Fekedu has found a market channel at MLE. *(from Farmers' Voice, 2020)*

6. Step 6: Ethio-SHEP Technical Training of Trainers (SHEP Technical ToT)

Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - (Optional) Market linkage forum - Crop calendar making and budgeting
4. Farmers acquire skills.	- In-field training - (Optional) Exchange visit - Gender awareness raising - Field day
Monitoring and Evaluation (including participatory endline survey)	

Technical ToT
We are here.

6.1. Introduction

The Ethio-SHEP Technical ToT is a Training of Trainers (ToT) for woreda horticulture experts and DAs who have the mandate to disseminate knowledge and skills to farmers with simple easy-to-understand language. Trained DAs shall give instruction to members of target farmer groups after the Ethio-SHEP technical ToT. This technical ToT is a demand-driven training which provides woreda experts and DAs with knowledge and skills to address technical challenges that farmers face.

6.2. Objectives

- To enhance knowledge and skills of woreda experts and DAs to enable them to meet the training needs of the target farmer groups.
- To provide information on how to organize the in-field practical training.
- To provide basic cultivation techniques on selected crops.

6.3. Arrangement for the Training

6.3.1. Participants

Organizer: Region and zone agriculture office

Supervisor: Regional advisor and horticulturalist

Participants:

Region: Representatives from horticulture, agronomy, protection, post-harvest, extension team

Zone: Representative from horticulture, agronomy, protection, post-harvest, and extension team

Woreda: Expert from horticulture, agronomy, protection, post-harvest and extension team

Kebele: All kebele experts (DAs) and a head of kebele agriculture office

Duration

Three (3) -day consecutive training (Table 12)

6.3.2. Venue

The venue should be a convenient place for participants in terms of cost, distance, availability of conference facilities and accommodation. A place for practical demonstration, such as model farmer's field, nursery site, research centers, should be located nearby.

Table 12. Sample workshop schedule of Technical ToT

Date	Day 1	Day 2	Day 3
Activities	8:30-9:00 Registration	8:00 Registration	8:00 Registration
	9:00 Opening remarks (MoA)	8:30-9:30 Lecture: Crop calendar making & problem analysis	8:30-10:00 Lecture: 8:30-9:30 Garlic 9:30-10:30 Potato
	9:00-10:00 Course objective and introduction	9:30-10:00 Activities: Groupwork divided into each woreda and fill the crop calendar format	10:30-11:00 Tea break
	10:00-10:30 Tea break	10:00-10:30 Tea break	11:00-12:30 Lecture: Kale
	10:30-12:30 Session: General Horticultural Crop Production & Post-Harvest Handling Techniques (G24)	10:30-11:30 Problem analysis	12:30-13:30 Lunch
	12:30-13:30 Lunch	11:00-12:30: Presentation by each group	13:30-14:00 Lecture: Action plan making
	13:30-14:00 Lecture: Organic fertilizer making	12:30-13:30 Lunch	14:00 – 15:00 Action Plan making
	14:00-15:00 Practice: Seed solution (Mr. Dedefi) and Bokashi making (Tiyo woreda, Mr. Tsaga)	13:30-14:30 Gelatin solution making	15:00-15:30 Tea break
	15:00-15:30 Tea break	15:00-15:30 Tea break	15:30 – 16:00 Presentation
	15:30-17:00 Integrated pest and disease control	15:30-17:00 Lecture: Specific production techniques on onion	16:00-16:30 Closing ceremony
		16:30 Closing remarks	

6.4. Sample budget estimation

Budget Category	No. of Days	No. of Persons
Per Diem and transport cost (DAs)	3	18
Per Diem and transport cost (Woredas)	3	24
Per Diem and transport cost (Zone)	3	5
Per Diem (Region)	3	5
Fuel for Vehicles (Region)	3	1

6.5. How to prepare for the training

- Zone horticulture experts select training topics based on the farmers' demands by referring to the result of the target crop selection.
- The procedure is as follows:
 - Review the market survey and crop selection sheets submitted by the target farmer groups.
 - Identify main challenges of their target crops.

- Seek possible solutions for the challenges of the main crop production.
- Fix the training topics by choosing the possible appropriate solution for each challenge.

The topics are as follows:

- Introduction to the principles of horticultural crop production
- General Horticultural Crops Production & Post-Harvest Handling Techniques (GHCP&PHHT) 24
- Specific Production Techniques (SPTs) for selected crops
- Training about food and nutrition
- Utilization of the Ethio-SHEP training manuals & materials

After selecting the training topics, the regional and zonal horticulture experts should:

- Prepare training materials which include presentation slides, handouts, exercises, and demonstrations.
- Prepare the training program (Table 12).
- Identify facilitators of each training topic.
- Fix the venue of training approx. three (3) weeks in advance: Check availability of accommodation, training rooms, field/place for demonstration, preparation of meals, etc.
- Issue invitation letters to participants two (2) weeks in advance. The letter includes the purpose of the training, dates & venue, registration day, arrangements for accommodation & transportation, and time schedule/program.
- Ensure that necessary materials are ready (Appendix 2.6).
- Zone horticulture experts should provide training materials such as manuals/handouts.
- Training materials should be revised based on the conditions of target woredas and kebeles. Sample materials are attached in Appendix 2.6.

6.6. How to carry out the training

Region and zone management teams to implement the actual training

Note: DAs should be clustered based on crops selected by the target farmer groups during the Kamishibai materials training.

- Distribute training materials

Implementation Tips: Why do we conduct Ethio-SHEP ToT?

ToT enhances DAs' knowledge and skills and develop their confidence to deliver better agricultural extension services.

6.7. Way forward

- Trained DAs, with back support by woreda and zone, provide the members of target farmer groups with technical trainings that include in-field practical sessions.
- Woreda and DAs submit the field reports to the zone and region offices.

6.8. Photograph



A government expert providing a lecture on crop production management



Practical training on organic fertilizer making



Participants practicing crop calendar making and giving a presentation



Participants sharing their action plan

7. Step 7: Problem Analysis, Crop Calendar & Budgeting

Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - (Optional) Market linkage forum - Crop calendar making and budgeting
4. Farmers acquire skills.	- In-field training - (Optional) Exchange visit - Gender awareness raising - Field day
Monitoring and Evaluation (including participatory endline survey)	

We are here.

7.1. Introduction

Problem analysis is conducted to identify what issues farmers usually face in the process of vegetable production and marketing. By facilitating farmers' discussion, those issues are discussed by farmers themselves and possible solutions are identified. Crop calendar and budgeting exercise allow farmers to understand the initial cost of the target crop production and estimate their profit before producing the crops. Through this exercise, farmers learn how much initial capital is required for seeds, fertilizer, agro-chemicals and marketing. Making a farming plan with other group members provide farmers with opportunities to practice collective purchasing and marketing. This would help them recognize the required inputs, implement farming practices on time and increase their bargaining power when they sell their produces.

7.2. Objectives

- To understand problems that farmers face in the process of vegetable production and marketing.
- To understand farmers' basic crop cultivation plan in consideration of market demand.
- To learn the initial production cost of the target crops and estimated profit.
- To learn when farmers need to start preparation of their fields in order to harvest at the high price season.

7.3. Arrangements for the workshop

7.3.1. Participants

- Organizer: DAs together with woreda horticulture experts
- Participants: Target farmers group members

7.3.2. Duration

Half-day for two days

Table 13. Sample program of crop calendar making and budgeting

Time	Activities
8:30 – 9:00	Registration Opening remarks
9:00 – 9:15	Explanation about problem analysis and crop calendar making Divide farmers group depends on their interest
9:15 – 10:30	Activity: Problem analysis, crop calendar and budgeting
10:30 – 10:50	Tea break

10:50 – 11:30	Sharing the result of problem analysis and crop calendar by each group
11:30 – 11:55	Discussion on how other members overcame the problems mentioned in the presentation, and potential of group purchasing and collective marketing
11:55 – 12:05	Way forward Closing remarks

7.3.3. Venue

The venue should be nearby the target group's village, such as under the shade of trees or at FTC.

7.4. Sample budget estimation

Budget Category	No. of Days	No. of Persons
Per Diem (Woreda Expert)	1	2
Transport/Fuel cost (Woreda Expert)	2	2
Water	1	40
Snack	1	5
Materials (Crop calendar format, pens)	1	1

**Above are hypothetical figures, and when implementing actual activities, adjustment is required based on the conditions in each Woreda.*

7.5. How to prepare for the workshop

- Communicate with group members and set the appropriate date and time.
- Prepare and print out the crop calendar format (Appendix 2.7).

7.6. How to carry out the workshop

Problem analysis

1. Discuss what difficulties farmers face. The problem analysis should be in detail; Do not just mention 'Plant disease is a problem', but specify what plant disease is observed as a problem. If farmers cannot identify problems they face, that fact itself is where a problem lies.
2. Fill the format together with the group members.

Crop calendar

1. Before making a crop calendar, farmers need to consider which market place and peak marketing season they want to target based on the market survey result and crop selection.
2. By referring to the basic production information on the top left corner of the crop calendar format, start planning their own crop calendar. Start with the following steps: variety to grow, field size, land preparation, amount of seed, fertilizers, manure, compost, crop management and harvesting.
3. Calculate when they need to apply urea as a top dressing and the amount of urea they need to use.
4. After comparing potential yield and farmer's previous yield, set the goal of how much yield they want to achieve and where to sell (place & price). This information is essential when farmers review their production performance at the end of the season.
5. As a second step, calculate the production cost by filling the table on the right of the crop calendar format.
6. Finally, calculate estimated net profit by the following formula:
Net profit = (Unit price × Estimated yield) – Production cost
7. At the end of the season, review the difference between farmer's plan and actual profit. This is the key activity to consider factors that impacted his/her profit; whether it was yield or unit price.
8. Consider the next production plan on how farmers can improve their profit.

Implementation Tips: Why do farmers make a crop calendar?

Through exercising the crop calendar making, farmers become able to identify issues of their production and marketing, and find possible interventions. It also helps farmers produce crops of demanded quality and quantity at peak marketing time, and carry out a series of farming activities on time.



Tips for Gender Mainstreaming

Understanding and making an appropriate crop calendar helps couples jointly run their farm activities, harvest at a peak market-demand period and supply the produce with required quantity and quality to the selected market. Women's participation in the crop calendar making is often limited, they should be encouraged to fully participate in it to address the gender gap.

Column: Voice from the field in Ethiopia

MEETING A PEAK MARKET DEMAND

“Based on the information collected during the market survey, I adjusted my cropping calendar of potato. Before, I planted in March and harvested in rainy season. As everyone harvested at that period, the price was low.

So I shifted the harvesting time of cereals earlier by shortening the production period, and planted potato in September and harvested it in the end of November to December so that I can sell potato at higher price.”



Mr. Terefe Werke (Farmer in Jiga Kebele, Jabi Tehinan Woreda, West Gojjam zone, Amhara Region)

7.7 Sample format

Table 14. Sample format of problem analysis

Problem	Objective	Activities	Stage	Resources	Implementer	Schedule	Monitor

Table 15. Example of problem analysis

Problem	Objective	Activities	Stage	Resources	Implementer	Schedule	Monitor
Low seed quality	Improving seed quality	To find certified seed supplier & buy	Pre-Planting	Communication fee & transport fee	Representative Farmers	August 2019	DAs / SHEP
Low yield Low soil fertility	To Increase soil fertility	Start preparing compost	Pre-planting	Manure	Individual farmers	August 2019	DAs
Low input to the soil	Improve crop management	Learn from extension worker	Pre-planting	Training Venue	DAs	September 2019	DAs
Disease problem Bacterial wilt	To reduce Bacterial wilt(BW) incidence	Do not plant same field where BW occurred	Pre-planting	No resource required	Individual farmers	August 2019	DAs
Low farmgate price	Increase selling price	To find better trader through Mkt survey and MLF	Before harvest	Transport cost	Representative Farmers	November	DAs

Figure 14. Sample format of crop calendar & budgeting

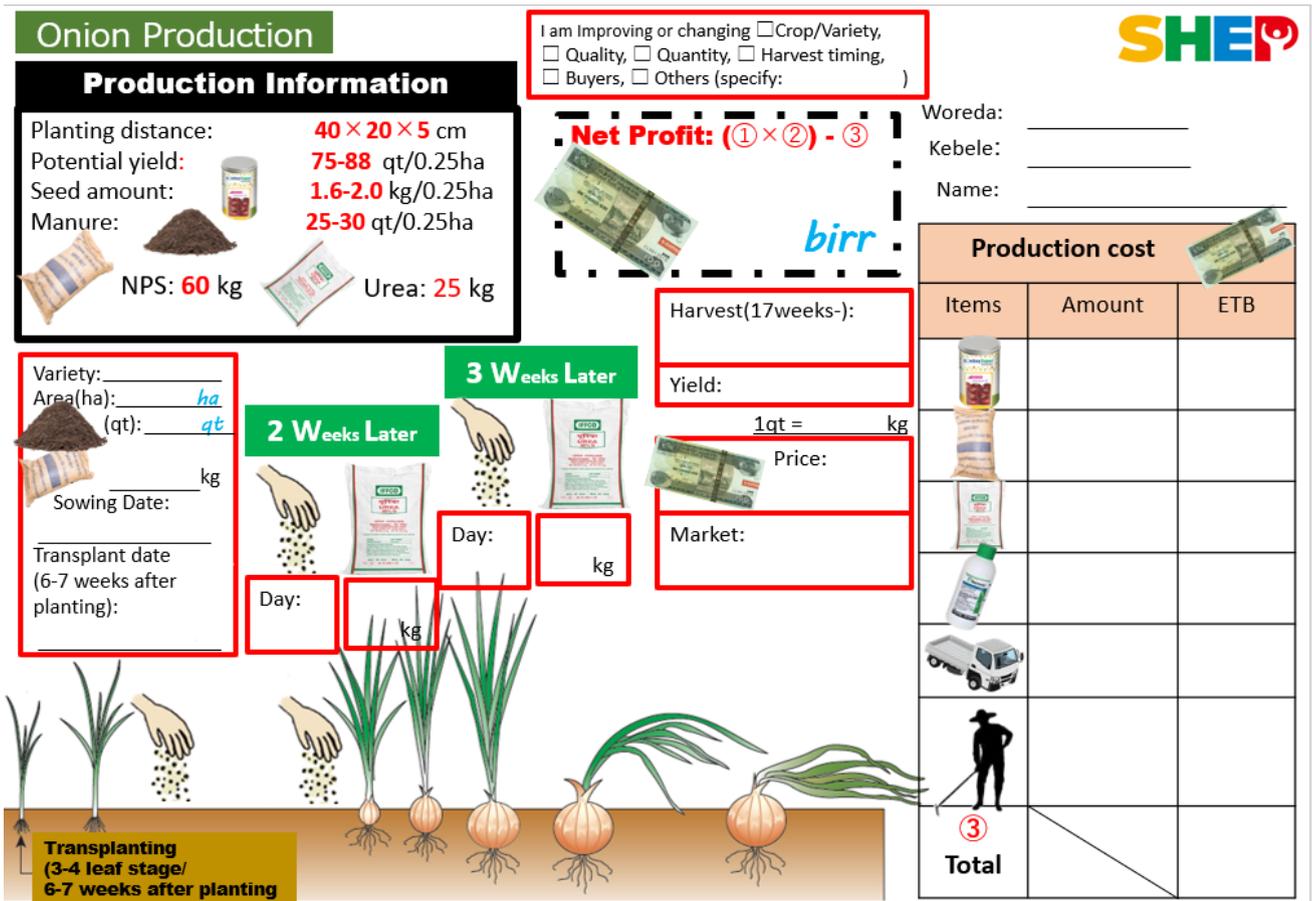


Figure 15. Example of crop calendar & budgeting

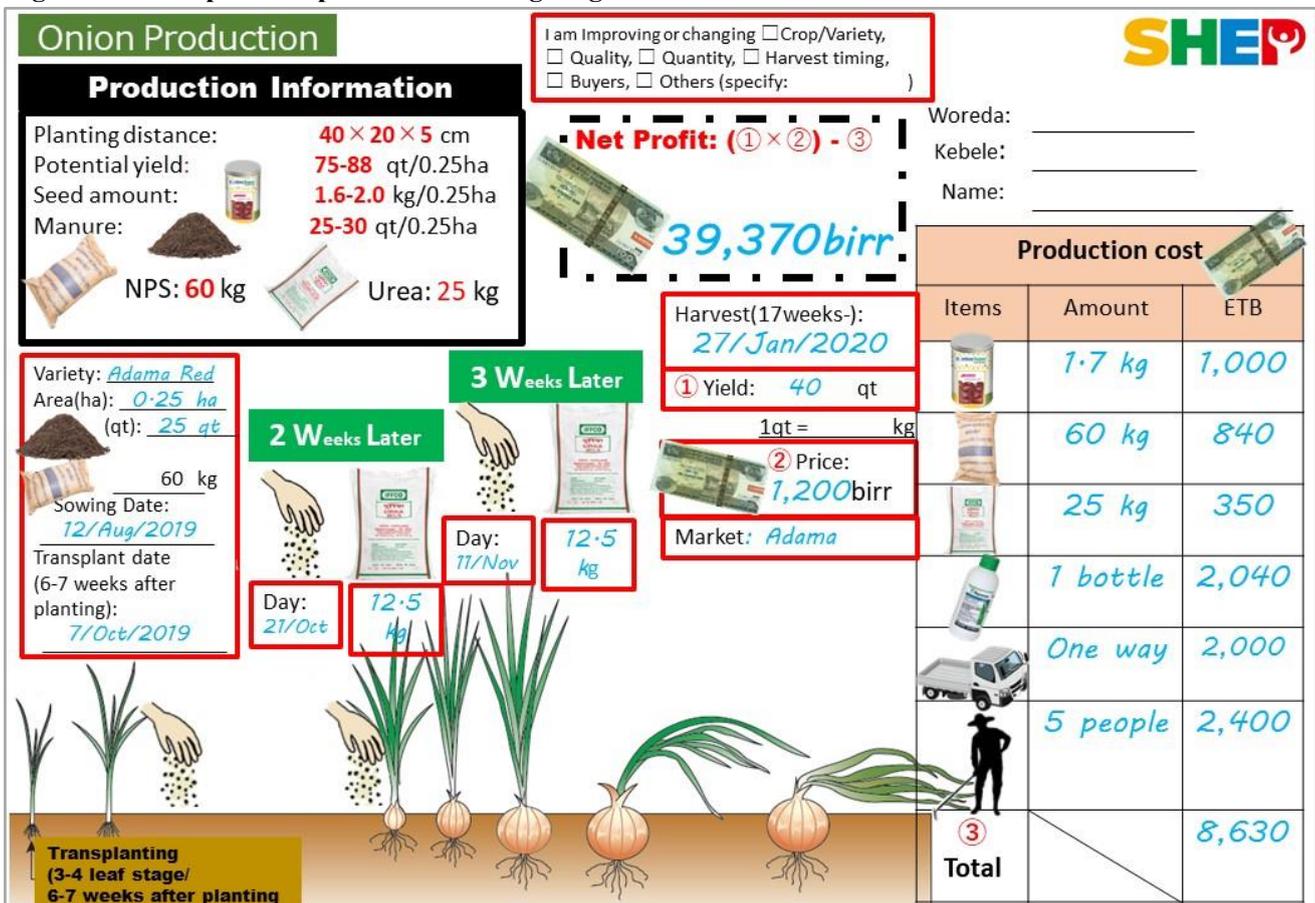
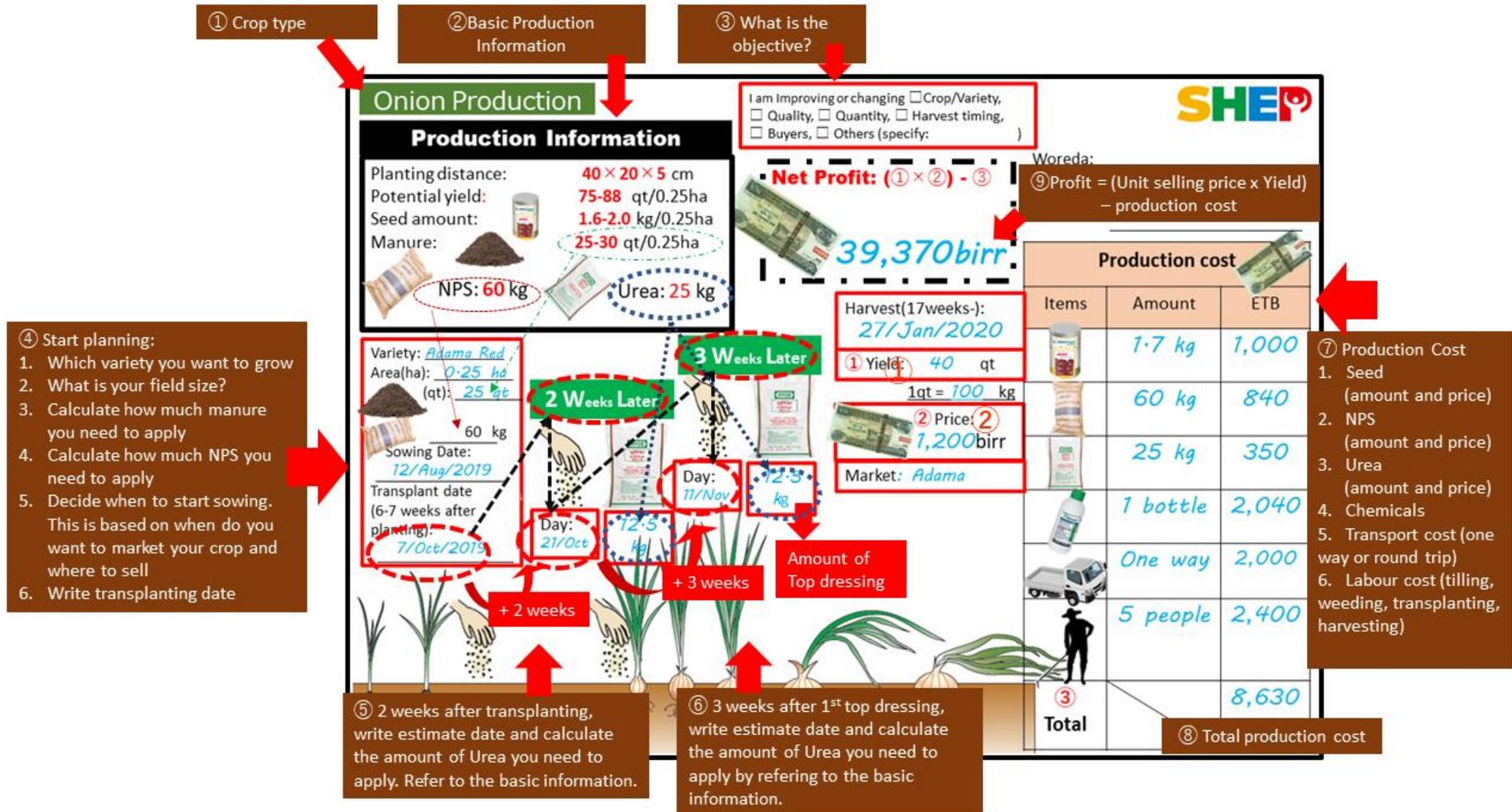


Figure 16. Explanation on crop calendar format and budgeting



7.7. Photograph



DA explains how to fill out the problem analysis and action plan format.



Farmers explaining problems they face and their action plan



Expert explaining how to fill out the crop calendar format.



Farmers are filling the crop calendar.



Farmers support other farmers who have difficulty of reading.



Extension officer supports a farmer how to fill out the format.

8. Step 8: In-field Training

Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - (Optional) Market linkage forum - Crop calendar making and budgeting
4. Farmers acquire skills.	- In-field training - (Optional) Exchange visit - Gender awareness raising - Field day
Monitoring and Evaluation (including participatory endline survey)	

We are here.

8.1. Introduction

In-field training is a series of training sessions on horticulture crop production, which is meant to address specific technical needs of the target farmer groups at suitable times. Zone and woreda experts and DAs, trained in the Ethio-SHEP Technical ToT, implement the in-field training.

8.2. Objective

- To improve skills and knowledge of target farmers group on practical production technique of selected crops.

8.3. Outline and features

- Lectures, exercises, and demonstrations are used depending on the topic during the in-field training.
- Training topics are the same as that of the Ethio-SHEP Technical ToT, but DAs should focus on specific crops selected by the groups.
- During the in-field training, 'Kamishibai (literally 'paper drama')' is used as a training material. It is a form of storytelling that originated in Japan with a set of illustrated cards. Each card has two sides: pictures on the front and text on the back. In the Ethio-SHEP Approach, Kamishibai is used as a tool of agricultural extension. The front page consists of photos/diagrams, and the back page has the same photos/diagrams (smaller version) and notes for the trainer.

The advantages of Kamishibai are:

- Easy to use for DAs
 - Portability: Easy to move
 - Durability: Protection from adverse weather conditions
 - Kamishibai cards are laminated and more durable compared to other written materials.
- Easy to understand for farmers
 - Photos and diagrams are used instead of long texts.

8.4. Arrangements for training

8.4.1. Participants

Organizer/Facilitator: Woreda experts and DAs trained during the Ethio-SHEP ToT

Supervisor (backstop): Zone and woreda horticulture experts

Trainees: Representative farmer groups from target WUA

8.4.2. In-field training schedule

In-field training should be implemented in the growing season of the target crops. The schedule needs to be arranged carefully by considering farmers' crop calendars and other community events to ensure high attendance by group members.

8.4.3. Venue

Within the locality of the target farmer groups. Farmers Training Center (FTC) can be used if it is convenient for farmers.

Table 16. Sample schedule of in-field training

Training period	#	GHCP&PHHT24	Gender awareness & family budgeting	Submission of documents/reports
August	1	Problem analysis and crop calendar making	Woreda gender expert facilitates the following exercise: productive and reproductive roles, access to and control of resources	Field report Result of problem analysis and crop calendar and budgeting
September	2	Specific production techniques on the target crops		Field report
October	3	Pre-cultivation preparation: Soil identification, nursery bed preparation (composting, making beds, soil sterilization)		Field report with pictures
November	4	Nursery management: Sowing seeds		Field report with pictures
December	5	Transplanting: Transplanting seedlings, basal dressing (Amount and method of fertilizer application)		Field report with pictures
Dec - Jan	6	Top-dressing: Fertilizer application (rate and method), pest and disease identification		Field report with pictures
Feb – Mar	7	Harvesting and post-harvest handling Irrigation management, drying crops (Curing), and grading		Field report with pictures

8.5. Sample budget estimation

Budget Category	No. of Days	No. of Persons
Per Diem (Woreda)	1	1
Fuel for Motorbike (Woreda)	1	1

** Above are hypothetical figures and, when implementing actual activities, adjustment is required based on the conditions in each woreda.*

8.6. How to prepare for the training

- DAs and woreda experts need to:
 - Communicate with the target farmer groups to inform them about implementation of training sessions.
 - Organize the training materials/handouts/tools provided during technical training (Appendix 2.8).
 - Prepare the time schedule of training in reference to the sample schedule (Table 16).
 - Arrange the date and venue of training, and plan demonstrations if necessary.

8.7. How to carry out training

- DAs and woreda experts need to carry out the training by referring to the sample training schedule (Table 16).

Implementation Tips: Why do we conduct the in-field training?

In-field training enhances farmers' knowledge and skills.

8.8. Way forward

- In-field training follow-up will be carried out by the region and zone experts to observe the implementation process and to ensure the quality of training sessions.
- Timely submission of training reports to the zone and regional horticulture experts is important.

8.9. Photograph

	
<p>An expert is providing basic crop cultivation training using Kamishibai nearby a farmers' field.</p>	<p>An expert is providing training by using crop calendar to share basic information of the target crop production with farmers.</p>
	
<p>Farmers practicing nursery bed preparation and sowing facilitated by DAs</p>	<p>An expert checking farmer's field with group members</p>



Tips for Gender Mainstreaming

Most of the time, both husband and wife do not equally participate in field trainings. As a result, women's technical skill and its application is lower compared to that of men. In order to ensure couple's engagement, the schedule of in-field training needs to be carefully planned.

8.10. Sample training materials

	
<p>Amharic version</p>	<p>Oromiffa version</p>
<p>3.8.4.a: Late Blight</p>  <p>Leaves and stem of potato plant infected by Late Blight</p> <p><small>Information Source: http://imgkid.com/late-blight-potato.shtml</small></p>	<p>3.8.4.a: Late Blight</p>  <p>Leaves and stem of potato plant infected by Late Blight</p> <p>3.8.4.a: Late Blight</p> <ul style="list-style-type: none"> This is a fungal disease which is favored by cool, cloudy wet conditions It is one of the most destructive disease of potato <p>Symptoms:</p> <ul style="list-style-type: none"> Water soaked spots on leaves which enlarge and turn brown Below the leaf, the fungus produces white moldy growth seen clearly at the edge of the spot The affected leaves wither, yet frequently remain attached to the stem <p>Control:</p> <ul style="list-style-type: none"> Resistant varieties, such as "Belete", "Gudene", "Deqemegn", "Jalene" and "Daame" are claimed to have some tolerant Practice Crop Rotation with non-solanaceous crops Practice good field hygiene by rouging Select only certified, disease-free seed potatoes Spray with appropriate fungicides both protective & curative, such as <p>Protective:</p> <ul style="list-style-type: none"> Antracol® (a.i. Propineb) Dithane M45® (a.i. mancozeb) Nando® (a.i. Fluzinam) <p>Curative:</p> <ul style="list-style-type: none"> Ridomil Gold® (a.i. metalaxyl) + mancozeb) Mirraz® (a.i. Propineb 70 % + Cymoxanil 6 %) Victory® (a.i. metalaxyl) + mancozeb)
<p>The front page shows a big picture with a short explanation.</p>	<p>The back page gives a detailed explanation so that DAs can provide a training without memorizing this information.</p>

Column: Voice from the field in Ethiopia

<p>No more aphid in my field!</p> <p>“Before, I suffered from problems of aphid on head cabbage. I learned from kebele DAs how to prepare soap solution and spraying. I bought liquid soap and Berkina and mixed with water. Then I sprayed it on my head cabbage field to control aphid. Now my field is free from cabbage aphids. Other farmers have also started this practice to control aphids.”</p> <p>Priest Alemayehu Beyene (Farmer from Bekafita kebele, Ankesha woreda, Awi zone, Amhara region)</p>	
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9. Step 9: Gender Awareness Raising

Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - (Optional) Market linkage forum - Crop calendar making and budgeting
4. Farmers acquire skills.	- In-field training - (Optional) Exchange visit - Gender awareness raising - Field day
Monitoring and Evaluation (including participatory endline survey)	

We are here.

9.1. Introduction

The Ethio-SHEP approach considers **gender as an integral and essential part of farm business management** by smallholder horticultural farmers. Gender is an essential aspect in achieving the Ethio-SHEP's vision, i.e. household's livelihood improvement. If gender equality is not considered during the intervention, farming couples may have disagreements in their decision making, or one spouse may have to bear a lopsided burden of tedious and time-consuming farming tasks. When gender issues are carefully addressed in each of the activities, husband and wife become active players of farm business management through the process from crop calendar making to marketing. This change further leads to improvement of their livelihood.

9.2. Objectives

- To understand the difference between “**gender**” and “**sex**”
- To understand the **roles and responsibilities** of women and men in the household.
- To understand the roles of men and women at household and the time spent to carry out their tasks.
- To identify who in the household has access to and control of particular resources.
- To make action plan how each household can reduce women's heavy workload

9.3. Arrangements for the Workshop

9.3.1. Participants

- Organizer: DAs together with woreda horticulture and gender experts
- Participants: Target farmers group members with their household members

9.3.2. Duration

Half-day

Time	Activity
9:00 – 9:30	Introduction: Understanding gender and sex
9:30 – 10:15	Tool 1: Roles and responsibilities
10:15 – 11:00	Tool 2: Daily activity calendar
11:00 – 11:45	Tool 3: Access and control of resources
11:45 – 12:30	Tool 4: Gender action plan making
12:30 – 12:40	Discussion / Wrap-up

9.3.3. Venue

The venue should be nearby the target group's village, such as under the shade of trees or at FTC.

9.4. Sample budget estimation

Budget Category	No. of Days	No. of Persons
Per diem for zone and woreda experts	1	TBD**
Transport/fuel cost	1	TBD
Refreshment	1	45
Materials (Gender analysis tools, flip chart, markers) 1 sets	-	-
Notebook and pen	1	45

** Above are hypothetical figures, and when implementing actual activities, adjustment is required based on the conditions in each Woreda.*

9.5. How to prepare for the workshop

- Inform all the target farmers to attend the gender training with their partners.
- Make sure both men and women attend the training.
- Communicate with group members and set the appropriate date and time.
- Print out gender training manuals and prepare flip chart, ruler, and markers.

9.6. How to carry out the workshop

Training can be carried out by referring to the Gender Training Manual (Refer to 2.9.1 of the manual).

Step 1: Ask farmer group members what the difference between **sex** and **gender** is, as an ice break.

* Gender expert should ask farmers what gender issues they have in their communities as a topic for energizing a discussion. Make sure that a facilitator invites comments from women.

After discussing the difference between “sex” and “gender”, the facilitator moves to the following steps;

Step 2: Discuss roles and responsibilities in the household with **Gender Analysis Tool 1**.

Step 3: With **Gender Analysis Tool 2**, analyse roles of men and women and the time spent to carry out farming activities.

Step 4: With **Gender Analysis Tool 3**, identify who in the household has access to and control of particular resources.

At the end of the training, each household makes its **gender action plan**. The aim of the action plan is to understand how each household can reduce women’s heavy workload with a support of family members.

Implementation Tips: Some farmers may not be aware of their gender issues.

When you ask farmer group members whether they face gender issues, they sometimes answer that there is no gender issue in their community. The goal of this training is to let the farmers become aware of what gender issues they actually have and how they can overcome the issues as a family and community.

9.8. Photograph



Gender ToT by woreda gender expert



Woreda expert provides a gender training to farmers in Oromia region



Gender expert provides a training to farmers in Jabi woreda, Amhara region



Woreda expert provides a training to farmers in South Achefer woreda, Amhara region

Column. A story of a husband in a farming household

One day I left home in the morning to go look for a market for my tomatoes which were ready for harvesting. While I was away busy looking for a market, a buyer visited my home and found my wife. He asked if she could sell the tomatoes to him but since she had no authority whatsoever to make decisions and never knew my plans, she declined.



My search for a market was unsuccessful so I headed home where my wife reported to me the events of the day. I really felt bad and my tomatoes got spoilt since I couldn't find a place to sell them.

Ask farmers:

- ✓ Is this situation familiar to you?
- ✓ Why do you think this problem happened?
- ✓ How do you think this kind of situation can be avoided?

Column: A story of a husband in a farming household

My husband told me “I’ve heard onion is profitable. Let’s plant onion on all of our land”. I opposed to him by saying “Yes, but just on half of our land, not entire land” because I saw many other farmers had planted onion already and heard many people saying they wanted to plant onions. I knew by the time we harvest it, the price would go down. My husband did not listen to me and did what he wanted. We made a huge loss at the end of the season. After this bitter experience, however, my husband started to ask me “What crop do you think is good for this season?”



Ask farmers:

- ✓ Is this situation familiar to you?
- ✓ Why do you think this problem happened?
- ✓ How do you think this kind of situation can be avoided?

Column: Voice from the field in Ethiopia

COUPLE AS A FARM MANAGEMENT UNIT

“Both of my wife and I attended the gender training, and we understood man and woman had equal rights, even in managing money.

Before the training, I used to do all the farm management by myself and my wife did not touch money. She did not even have a mobile phone. Sometimes, when I came back late, laborers who worked in our farm had to wait for me for payment.

Now my wife can manage payment for laborers if I am not around. She has a mobile phone, and when a buyer comes in my absence, she communicates with me and negotiates with the buyer to sell the produce. She has a bank account with her own savings. Our relationship is going very well now.”



Mr. Abiti Haji Wesena (Farmer in Shaya kebele, Lode Hetosa woreda, Arsi zone, Oromia region)



Tips for Gender Mainstreaming

Women’s participation in gender trainings is often limited. As a result, they do not become able to explain their ideas and share their experiences. To ensure active participation of women during gender trainings/workshops, encourage female participants to react on gender issues and enhance couples’ understanding on the basic concept of “gender” and “sex”, so as to reduce gender-related problems at family and community levels.

10. Step 10: Organizing Exchange Visit to Stimulate Farmer to Farmer Learning

Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - (Optional) Market linkage forum - Crop calendar making and budgeting
4. Farmers acquire skills.	- In-field training - Gender awareness raising - (Optional) Exchange visit - Field day
Monitoring and Evaluation (including participatory endline survey)	

We are here.

10.1. Introduction

Exchange visits are a key activity for small-scale horticulture farmers to share experience, farming techniques, knowledge and good practices, which encourages them to change their mindset and attitude. Participants can easily integrate the knowledge and techniques gained from the exchange visit into their own farming practices.

10.2. Objective

- To learn good and new farming practices from advanced farmers.
- To learn how the target farmers tackle challenges they face.
- To change farmers' mindset

10.3. Arrangements for exchange visit

10.3.1. Participants

Organizer/Facilitator: Target region, zone and woreda experts, host region, zone and woreda experts of crop development, horticulture and extension teams

Supervisor (backstop): Regional senior expert

Region: Two experts

Zone: One expert

Woreda expert: One person from each woreda

Kebele experts: Three to four DAs from each kebele

Representative farmers: Six farmers from each target group (preferably with equal gender balance)

Note: Maximum 50 participants in total, but it depends on budget, size of a bus, and availability of accommodation.

10.3.2. Duration

Three to five days

10.3.3. Venue

The area to be visited should be chosen from nearby areas where farming practices are advanced compared to that of target farmers.

Table 17. Sample program organized in Arsi zone

Date	Time	Activity	Accommodation
16th December	Around 2:00 PM	Target farmers arrive to Meki	Meki
17th December	9:00 - 11:30	Farmers move to Dugda woreda Tepo-choroke kebele. They visit to teh tomato field.	Meki
	11:30 - 12:30	Move to A/Tullu woreda Edogojola kebele visiting head cabbage field.	
	12:30 - 1:00	Back to Meki	
	1:00 - 2:30	Lunch	
	2:30 - 4:30	Farmers move to Bora woreda Ellan kebele visiting kale and onion field.	
	4:30 - 5:30	Discussion with target farmers and wrap up.	
18th December	8:30 - 10:30	Move to Adama, and visit adama market for market survey	Back to home
	10:30 - 12:00	Back to Assella	

10.4. Sample budget estimation

Budget Category	No. of Days	No. of Persons
Refreshment (2 times per day)	3	51
Per Diem (Representative Farmer)	4	28
Per Diem (DA)	2	16
Per Diem (Woreda)	2	6
Per Diem (Zone)	2	2
Per Diem (Region)	2	2
Bus hire	3	1
Fuel for Vehicle (Region)	3	1

** Above are hypothetical figures and, when implementing actual activities, adjustment is required based on the conditions of the program.*

10.5. How to prepare for the exchange visit

10.5.1. Before exchange visit

- First, identify the objective of the exchange visit: What issues you want to address. (For example, to encourage farmers to practice collective purchasing or selling, pest and disease management through careful observation, or to use certified seeds based on the market demand, etc.)
- Search advanced farmers in the areas where the field visit is conducted, in order to meet the objective of the program
- Identify the best time of the season to visit the area chosen for the exchange program.
- Discuss with WUA and nominate representative farmers. Encourage farmers to appoint the equal number of men and women.
- Inform WUA about the roles of representative farmers as follows:

- ✓ Representative farmers need to organize feedback sessions for the WUA.
- ✓ Representative farmers need to demonstrate a minimum of three key practices or knowledge (crop rotation, companion planting, integrated pest and disease management, marketing, farm management, etc.) which are suitable for the community. This indicates that the representative farmers need to allocate some of their farmlands for demonstration purpose. (Appendix 2.10.1)
- Before the field visit, DAs, woreda and zone experts can conduct pre-field visit training with the format shown below (Appendix 2.10.2). Through this exercise, farmers can learn how to measure fields and plants size without any tool.

Figure 17. Exercise sheet for the field measurement

Measurement using your body parts	
Body Parts	Length (cm)
	

10.6. How to carry out the exchange visit

- On each day, representative farmers visit several places. Zone and woreda experts and DAs should encourage farmers to take notes and photos that can be used during feedback sessions to the community members after the visit.
- It is essential to hold a wrap-up meeting at the end of each day. During the meeting, participants are expected to share:
 - ✓ What they saw and learned from the field visit.
 - ✓ Things that impressed them during the visit.
 - ✓ What kind of knowledge and practices can target farmers apply in their field?
 - ✓ What is the difference between successful host farmers and them?

How to carry out the feedback session after the visit

- Representative farmers should set the date and time of the feedback session.
- Reports should be provided by representative farmers based on the results from the daily wrap-up sessions.
- The report should be clear for community members to understand. Representative farmers and DAs can show photos or videos taken during the field visit while reporting.
- It is important to discuss with community members how the newly acquired knowledge could be put into practice to solve their issues.

Implementation Tips: Why do we conduct the exchange visit?

Exchange visit enables farmers to change their mindset to adopt good and business-oriented agricultural practices.

10.7. Way forward

- Arrange a feedback meeting for the community members
- Zone, woreda experts and DAs need to follow up based on the farmers' action plan to showcase the knowledge and practices they learned from the program.

10.8. Photograph



Objective and brief dairy schedule are shared in the bus



Farmers sharing the tips of tomato production, yield, and profit



Farmers supported by DA filling the field observation sheet after field visit



Farmers discussing with host farmers about their irrigation practices



Dairy wrap-up session conducted under the tree shade



Market survey conducted in the central city (Adama)



Tips for Gender Mainstreaming

Most of the time, women do not have a chance to participate in exchange visits. Due to this reason, they cannot obtain understanding of technical knowledge and skills to be applied on their farm. As much as possible, both husband and wife should engage in the exchange visit to equally acquire skills and knowledge to practically apply what they learn from the visit on their fields. When participation by couple is not possible, it is recommended that husband and wife share each other what they have observed and learned from the exchange visit.

Column: Voice from the field in Ethiopia

WHAT MOTIVATED ME WAS EXCHANGE VISIT

“The exchange visit motivated me very much. I found that farmers there worked in tougher condition than ours. Their farm was a rented land and they had to use a water pump which requires fuel cost. We are working with our own land, and a water pump is not needed, so our conditions are much more favorable. However, even with such difficult conditions, farmers there worked very hard and their agronomical practices were good. I learned techniques such as crop rotation and spacing from them, and applied them in my farm.”



Mr. Shurama A/Garo (Farmer in Waro Kolobo kebele, Dedo woreda, Jimma zone, Oromia region)

I DEVELOPED CONFIDENCE TO INVEST MORE FOR QUALITY

“We used to buy horticultural seeds from any open market, but they neither had good performance nor productivity. So, we were always suspicious when buying a large quantity of seeds at high price. I was wondering why the price of horticultural seed was so high. Now I understand that it was because of seed quality. Next time, we will buy improved or quality canned seed by group. I developed confidence to invest more in quality.”



Mr. Elkane Bogal (Farmer from Ankesha woreda, Tulta kebele during the exchange visit)

11. Step 11: Organizing Field Day

Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - (Optional) Market linkage forum - Crop calendar making and budgeting
4. Farmers acquire skills.	- In-field training - Gender awareness raising - (Optional) Exchange visit - Field day
Monitoring and Evaluation (including participatory endline survey)	

We are here.

11.1. Introduction

Field day provides opportunities to share what the target farmers have learned through the project/program interventions with other WUA members and their neighbours.

11.2. Objective

- Representative farmers share what they have learned through a series of interventions.
- Participants (community members and not-targeted DAs) can learn how to practice market-oriented agriculture.
- Sharing their achievements increases motivation of community members.

11.3. Arrangements for field day

11.3.1. Participants

Organizer/Facilitator: Woreda experts, DAs and representative farmers

Supervisor (backstop): Regional technical advisor and zone experts

Participants: Members of WUA, neighbouring farmers and DAs

11.3.2. Duration

Half day for each field day, conducted three times, is necessary based on issues we want to address at different crop growth stages.

11.3.3. Venue

The field should be selected from representative farmers' fields. Several fields can be visited; however, distance from field to field should be carefully considered.

Table 18. Sample program of field day

Time	Activity
8:00 – 8:30	Registration
8:30 – 8:45	Welcome remarks from a representative of the host community
8:45 – 9:00	Introduction and schedule of the day
9:00 – 9:50	Visit to the firstfield: Summary information will be provided from representative farmers and DAs. Their achievement and lesson learned are shared.
10:00 – 10:50	Visit to the secondfield
10:50 – 11:30	Wrap up discussion. Discuss with participants what they learned and how

	they can apply it in their field.
11:30 – 12:30	Lunch/snack (Optional)

11.4. Sample budget estimation

Budget Category	No. of Days	No. of Persons
Refreshment (1 times per day)	1	40
Per Diem (DA)	1	8
Per Diem (Woreda)	1	5
Per Diem (Zone)	1	2
Per Diem (Region)	1	1
Transport cost (DAs)	1	8
Fuel for bike (Woreda)	1	5
Fuel for Vehicle (Zone)	1	1
Fuel for Vehicle (Region)	1	1

** Above are hypothetical figures and, when implementing actual activities, adjustment is required based on the conditions of the program.*

11.5. How to prepare for the field day

- Woreda and DAs need to check farmers' fields and choose the fields to be visited.
- Before conducting a field day, woreda experts and DAs need to review what they learned and what would be a possible impact for representative farmers.
- Community members announce the date and venue to other members of WUA at least 2 weeks before the field day.
- Prepare a handy microphone or megaphone (if available at your office) and check the battery.
- Prepare PR materials (leaflets, sign boards, banners, labels of the field) by hosting zone and woreda offices and DAs

11.6. How to carry out a field day

- Announce the date and venue to the community. Posting on board at church or market will be effective.
- If possible, invite middlemen/wholesalers to the field day to discuss market demand and needs.
- Woreda experts and DAs need to focus on facilitating farmers' discussion. Remember that main actors of the event are community members.

Implementation Tips: Why do we conduct a field day?

Field day enables farmers to disseminate good agricultural practices to other farmers and scale up the SHEP approach.

11.7. Way forward

- Follow-up farmers' fields
- Discuss with farmers how to apply what they learned from the field day.

11.8. Photograph



Expert explains the field day program and objectives

Farmers visiting several fields during a field day

Hosting farmers explaining how they managed their fields and how they market their crops.

Column: Voice from the field in Ethiopia

Witnessing with own eyes

“I am impressed by the size of head cabbage field and how well-managed it was. I was convinced that they produced cabbage for marketing. In my group, we have not grown head cabbage for fear of aphid infestation. But now, I have learned how to control aphid. Group members and myself were so impressed that we are going to put what we have learned from this visit into practice in the next season.”

A farmer from Awi zone who participated in the field day



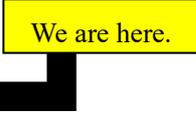
Tips for Gender Mainstreaming

From experience, female farmers’ attendance and participation in the field day are very limited. As a result, women cannot always acquire necessary knowledge and skills of agricultural practices. When planning the field day, it is important to increase the proportion of female farmers’ attendance and their active participation in the program.

Chapter 3: Monitoring and Evaluation

1. Periodical Monitoring

Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - (Optional) Market linkage forum - Crop calendar making and budgeting
4. Farmers acquire skills.	- In-field training - Gender awareness raising - (Optional) Exchange visit - Field day
Monitoring and Evaluation (including participatory endline survey)	

We are here. 

1.1. Introduction

- Periodical monitoring is an important activity to know the implementation status after technical trainings and action plans developed by woreda and DAs, and to know farmers' understanding about introduced activities.

1.2. Objectives

- To observe the implementation of activities according to the plan, and identify challenges that the target farmers face at kebele level (i.e. time, resource and output), and provide their solutions.
- To provide the feedback, report and findings to concerned bodies.

1.3. Arrangements for the periodical monitoring

1.3.1. Participants

- Organizer/Implementer: Woreda officials and experts, kebele administration and DAs
- Supervisor (backstop): Federal, regional and zonal experts and officials
- Participants/host: Members of target farmer groups

1.3.2. Duration

One (1) day per group.

Monitoring should be conducted periodically. (Expected frequency: Federal level every 3 months, region every 2 months, zone once a month, woreda once a week, and kebele DA continuously.)

1.3.3. Venue

Target farmer's field

1.4. Sample budget estimation

Budget Category	No. of Days	No. of Persons
Per Diem (Woreda Expert)	1	2
Per Diem (Federal/Region/Zone Expert and driver)	1	TBD**
Transport/Fuel cost	1	TBD**
Materials (Flip chart, marker and clip board)	1	1
Materials (Printed format sheets and pen)	1	45

* Number of days, number of persons, frequency of monitoring are based on the above 1.3.2. Duration

1.5. How to prepare for the periodical monitoring

- Federal, region and zone offices prepare a checklist according to the plan, arrange their follow up schedule and inform woredas.
- Woreda office prepares their checklist and arrange dates and venues in discussion with target farmers.
- Woreda office arranges the route considering time- and cost-effectiveness and communicate with zone and region offices.
- DAs organize a field visit to the target farmers' fields.

1.6. How to carry out periodical monitoring

- Woreda experts and officials and kebele DAs visit a target farmer group, identify the challenges that farmers face, and give technical supports.
- Federal, regional, zonal officers, facilitated by woreda experts and DAs, visit a target farmer group, monitor implementation of their activities and discuss challenges that farmers face, and give direction/solutions to woreda experts and kebele DAs.
- Based on the result of monitoring, evaluate the efficiency/achievement of the target farmers/kebele. Submit a report and give a feedback with observation and evaluation from the field to concerned bodies at different levels.

Implementation Tips: Why do we conduct a periodical monitoring?

Periodical monitoring enables us to know the progress and the status of activities, and to provide technical support for target farmers and DAs.

1.7. Way forward

- Woreda experts analyse the follow-up result by comparing it with the annual target/action plan, share it with zone and region offices, as well as providing feedback to farmers together with DAs.
- Lessons learned from monitoring and evaluation should be applied to further SHEP activities.

1.8. Photograph



Conducting a field follow-up

Column: Voice from the field in Ethiopia



Follow-up & support by experts is indispensable

“Experts and DAs’ support for us is very important. They come into the middle of my field to give me advices on how to apply fertilizers and how to care the plants.”

Priest. Brahane Wubet (Farmer in Yecherka kebele, Dembecha woreda, West Gojam zone, Amhara region)

2. Endline Survey

Four Steps	Activities
1. Share goals with farmers.	- Sensitization workshop
2. Farmers' awareness is raised.	- Participatory baseline survey - Market survey
3. Farmers make decisions.	- Target crop selection - (Optional) Market linkage forum - Crop calendar making and budgeting
4. Farmers acquire skills.	- In-field training - Gender awareness raising - (Optional) Exchange visit - Field day
Monitoring and Evaluation (including participatory endline survey)	

We are here.

2.1. Introduction

Endline survey provides implementors with understanding about progress status of target groups in terms of acquiring information on crop production, adoption of production techniques including marketing practices, and progress on income generation. Through the monitoring, farmers and extension officers share knowledge about technical gaps as to what kind of support target farmers need.

2.2. Objectives

- To assess the status of farmer's capacity improvement on horticultural crop production techniques and market practices, as well as comparison of cost and income before and after the intervention.
- To make farmers understand their progress and gaps to be filled after the intervention.

2.3. Arrangements for the periodical monitoring and endline survey

2.3.1. Participants

- Organizer/Implementer: Woreda experts and DAs
- Supervisor (backstop): Federal, regional, zonal experts
- Participants/host: Members of target farmer groups

2.3.2. Duration

One day per group

2.3.3. Venue

The venue should be nearby the target farmer group's village (under shade or at FTC, etc.)

2.4. Sample budget estimation

Sample budget for endline survey

Budget Category	No. of Days	No. of Persons
Per DiemPer Diem (Woreda Expert)	1	2
Per DiemPer Diem (Federal/Region/Zone Expert and driver)	1	TBD**
Transport/Fuel cost	1	TBD**
Refreshment	1	45

Materials (Flip chart, marker and clip board)	1	1
Materials (Printed format sheets and pen)	1	45

** Above are hypothetical figures and, when implementing actual activities, adjustment is required based on the conditions in each Woreda*

*** TBD: To Be Decided*

2.5. How to prepare for the endline survey

- Woreda arranges date and venue in discussion with DAs and target farmers
- DAs and woreda organize a field visit to the target farmers' fields.
- Woreda experts and DAs print out the endline survey questionnaires.

2.6. How to carry out the endline survey

- Woreda experts and DAs read and explain the endline survey for the target farmers.
- For detailed procedure, please refer to Step 2. Participatory Baseline Survey

Implementation Tips: Why do we conduct the endline survey?

Endline survey enables DAs and woreda experts to understand progress of target farmers groups in improving knowledge, skills and income. It also helps farmers understand their previous situation in comparison with their current progress.

2.7. Way forward

Zone and woreda experts jointly analyse the collected data by comparing the result of the endline survey with that of baseline survey, and share it with the zone management team as well as providing feedback to farmers together with DAs.

2.8. Photograph



Conducting the endline survey

List of Appendices

All the materials can be downloaded from the following URL (JICA website).

<https://www.jica.go.jp/project/english/ethiopia/010/materials/index.html>

Chapter 2: Implementation of the “Ethio-SHEP Approach”

2-1: Preparation

No. of Appendix	Document Title	Type
Pre-step 1. Sensitization Workshop and Introduction of the Proposal System		
1.1.1	Objective_of_Ethio-SHEP_Sensitization_WS	Presentation
1.1.2	Role_Responsibility_of_the_Project_and_CPs	Presentation
1.1.3	Ethio-SHEP_project_Activity_Report	Presentation
1.1.3.1	Outline_of_the_Proposal_System	Presentation
1.1.3.2	Proposal_Format	Presentation
1.1.3.3	Handout_Proposal_Format	Handout
1.1.4	Selection_Criteria	Presentation
1.1.5.	Some_brainstorming_on_targeting	Presentation
Pre-step2. Selection of Woredas		
1.2.1.	Field_Evaluation_Sheet	Handout
Pre-step 3: SHEP Training of Trainers Workshop (SHEP ToT)		
1.3.1	Introduction of Ethio-SHEP	Presentation
1.3.2	Gender_Why_Gender	Presentation
1.3.3	Gender_Analysis	Presentation
1.3.4	Sensitization_Workshop	Presentation
1.3.5	Baseline_Survey	Presentation
1.3.6	Market_Survey_Crop_Selection_and_Action_Plan_Making	Presentation
1.3.7	Market_Linkage_Forum	Presentation
1.3.8	Role_and_Responsibility	Presentation
1.3.9	Selection_Criteria	Presentation
1.3.10.1	Baseline_and_Endline_for_G24	Format
1.3.10.2	Format_Crop_Selection_Sheet	Format
1.3.11.1	Example_Crop_Selection_Sheet	Format
1.3.12.1	Format_Market_Survey	Format
1.3.12.2	Example_Market_Survey	Format
Pre-step 4: Selection of Target Farmer Group		
1.4.1.	Group_Selection_Criteria	Format

2-2: Training Target Farmer Groups

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Step 2: Participatory Baseline Surveys		
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2.2.2	Baseline_and_Endline_for_CP&IA	Format
Step 3: Market Survey		
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Step 4: Target Crop Selection		
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2.10.3	Sample_Program_and_budget	Format

Chapter 3: Monitoring and Evaluation

1. Periodical Monitoring

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3.1.2	Example_Report format	Format
3.1.3	Sample_Report_Submitted	Format

2. Endline Survey

No. of Appendix	Document Title	Type
3.2	Endline_Survey_Format	Format

3. Ethio-SHEP Test

No. of Appendix	Document Title	Type
3.3	Ethio-SHEP Test	Format



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