

Implementation Guide

for

Farmer Field Schools (FFS)



October 2017

**Project for Sustainable Natural Resource Management
through FFS in the Rift Valley Area of Oromia Region**

Foreword

The purpose of this implementation Guide is to assist field works and to implement Farmers Field Schools (FFS) in Oromia region. The guide is prepared to carry out coherent and effective FFS, by organizing the flow of extension activities. The principal users of the guide are the Oromia Bureau of Agriculture and Natural Resource, especially for development agents and experts in agriculture and natural resource at each zonal and district level.

The implementation cycle of FFS is divided into several steps which require different actions by the Facilitators and FFS group members. The flow of each cycle is exhibited in the weekly steps described in details.

The FFS guide will be reviewed along the development of field activities and reflect the particular field experiences of the Sustainable Natural Resource Management project (SNRMP). In order to provide better extension services to the FFS members, therefore, it is requested the users of this guide to take notes for the future review and to improve the efficiency of the FFS implementation.

Finally, OBANR would like to acknowledge the valuable inputs from all JICA experts, project staff, FFS technical committee members who participated and other field experts contributed to the document. OBANR would also like to take this opportunity to thank the JICA for its efforts to support the SNRMP. OBANR hopes that this guide will help the farmers and communities in Oromia and whole Ethiopia to improve the environment and natural resource conditions as well as their rural livelihoods.

1st October, 2017



Desalegn Duguma
Deputy Bureau Head/ Project Director
Natural Resource Sector
Oromia Bureau of Agriculture and Natural Resource
The Federal Democratic Republic of Ethiopia

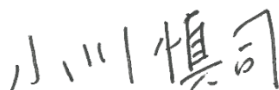
About this guide

The Farmer Field Schools (FFS) approach is an innovative, participatory and interactive learning approach that emphasizes problem-solving and discovery-based learning. FFS aims to build farmers' capacity to analyze their production systems, identify problems, test possible solutions, and eventually encourage the participants to adopt the practices most suitable to their farming systems (FAO, 2003). FFS can provide an opportunity for farmers to practice and test/evaluate alternative land use, and introduce new technologies through comparing their conventional practices succeeded within their own tradition and culture.

FFS involves commonly a group of 20-30 farmers. It is facilitated by extension staff like DAs or by farmer facilitators (FFs). The method emphasizes the process of group observation, discussion, analysis, presentation, and collective decision-making and actions. Through those practices, FFS members can also develop personal confidence and self-explanation ability, and become challenging in new issues through team building, responsibility sharing and autonomous management practices involved during FFS weekly sessions.

This implementation guide has been prepared for FFS facilitators working under Oromia Bureau of Agriculture and Natural Resource (OBANR). The contents are generalized to adjust for many kinds of agriculture and natural resource development FFS program, however, the important concepts and practical suggestions from field operation through the project are incorporated as much as possible for the sake of.

1st October, 2017

Handwritten signature in Japanese characters: 小川 慎司 (Shinji Ogawa).

Shinji Ogawa

JICA Project Team Leader

The Project for Sustainable Natural Resource Management through Farmer Field Schools (FFS) in Rift Valley area of Oromia Region (SNRMP)

Contribution by:

FFS Technical committee of Oromia Bureau of Agriculture and Natural Resource:

Mr. AbebeWolde
Mr. Mohammed Kasim
Mr. Kidane Bizuneh
Mr. MegersaLencho
Mr. Mohamed Husein
Mr. HusienGamadi
Mr. TameneDesisa
Mr. BadhoKabade
Mr. Solomon Taddesse

JICA Project Team:

Dr. Takehiko Matsui
Ms. Naoko inada
Ms. Mana Ishigaki
Ms. Naoko Ogawa
Ms. Akiko Yamasaki
Ms. Kayoko Takaki

Other contributors:

Mr. YidnekchewWoldeyesus
Mr. AyanoAsefa
Mr. Letta Damenu
Mr. GebereGodana G
Mr. ShalloGuddeta
Mr. Eshetu Desaleg

Contents

Foreword	i
About this guide	ii
Contents	v
Step 1. Planning FFS implementation	1
Step 2. Conducting trainings of FFS facilitators	4
Step 3. Introducing FFS to the community	6
Step 4. Forming new FFS groups	10
Step 5. Formalizing the FFS groups	17
Step 6. Organizing FFS Sub-Groups	24
Step 7. Preparing FFS timetable and learning norms	32
Step 8. Conducting Learning Enterprises Selection.....	41
Step 9. Conducting weekly sessions.....	48
Step 10. Preparing FFS Annual Activity Calendar.....	63
Step 11. Planning enterprises and experiments for dry season.....	65
Step 12-A. Selecting host farms for dry season (nursery site)	72
Step 12-B. Allocating host farms within FTC for dry season	79
Step 13. Preparing learning site	89
Step 14. Conducting AESA session.....	94
Step 15. Organizing Field day	109
Step 16. Conducting result analysis for Nursery Enterprises	124
Step 17. Planning enterprises and experiments for Wet season	127
Step 18-A. Selecting host farms.....	137
Step 18-B. Selecting host farms within FTC	137
Step 19. Establishing host farm and experiments for Wet season.....	138
Step 20. Conducting result analysis for Wet Season	140
Step 21. Conducting Attendance Assessment	148
Step 22. Knowledge assessment (Ballot Box Exercise).....	151
Step 23. Conducting self-evaluation by FFS members	156
Step 24. Conducting Farm Self-Assessment.....	160
Step 25. Conducting Way forward session.....	165
Step 26. Organizing Graduation Ceremony	168

Step 1. Planning FFS implementation

1. Introduction

Planning is important step in Farmer Field School (FFS) as same as other extension activities. In planning meeting for FFS program WHERE (target village) and WHO (facilitators: trained development agent (DA) and their supervisor) are going to implement FFS to be determined. Selection of target village and location can be done systematically. The commitment of facilitators is very important issue since FFS is relatively long-term activities. Transfer of the facilitator to other place will cause the most serious problem but often happen, particularly when the trained FFS facilitator is not readily available as successor. Assigning a facilitator to a FFS for one year or so is a sort of commitment to a group of farmers¹. Some FFS program have even made a Minuets of Understanding (MoU) between facilitator and FFS group so as he/she to serve to the group until graduation without interruption. District Agriculture and Natural Resource Office has to assign nearby facilitator to help the group until the new facilitator to be assigned. It is recommended to have enough number of trained FFS facilitators under same district so that they can help each other.

2. Procedures

- The District Agriculture and Natural Resource Office (ANRO) coordinates a meeting with trained/experienced FFS facilitators with experts from related offices and identifies in which villages and how many numbers of FFS the district is going to implement for coming season. The ANRO also has to get consensus with each facilitator to take responsibilities for the agreed FFS implementation.
- In the planning meeting, those who are going to monitor or backstop the particular FFSs are also discussed and determined. At least one experienced facilitator should be assigned to a FFS. One experienced facilitator can take care three to four FFSs in same period.
- Selection of the villages needs to be done according to this government guidelines and indications of the FFS program. As public

¹ If the facilitators are not sure to be available throughout, then he/she should not be assigned to a FFS as facilitator.

service, it is not good to select same sub-village/village frequently but to rotate the target areas (See the figure below).

- In case that the district decided to implement FFS in Farmer Training Centre (FTC), further discussion and agreement are necessary with village FTC committee as it is community managed institution. The facilitator and authorities have to organize a meeting/forum with the committee members so as both sides to agree on the use of the land and management of the crops regarding to the FFS, as shown in Step 12-B and Format Example FTC Host Farm agreement. The implementers also have to understand the particular characteristics (advantages and disadvantages) of FFS very well while it is implemented in FTC site as described in the Step 8B below.

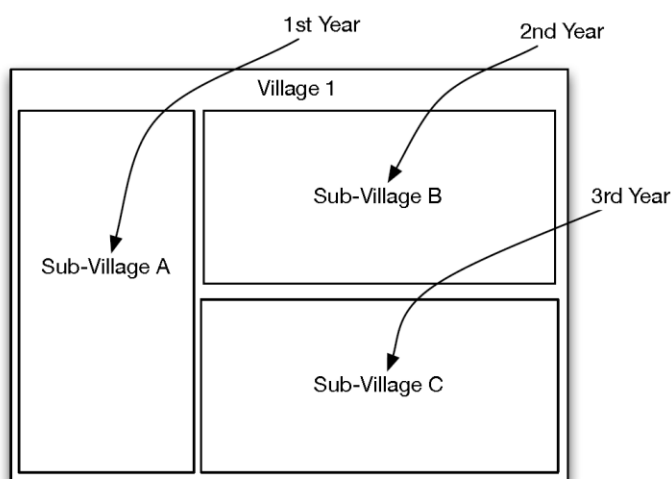


Figure 1. Rotation of target villages by a facilitator

- The facilitator and ANRO should be very clear about the target people for FFS. If the objective is to lift up the middle range of farmers for commercial production to export, facilitators have to select appropriate level of farmers with certain criteria. Contrarily, if the objectives of the program is to bottom up the technical and production level of food crops in general community, facilitators do not need to select well trained farmer groups but just select the ordinary farmers from general village assembly.
- The number of FFS has to be determined according to the budget and resources; the number of trained/experienced FFS facilitators and master trainers. For weekly based FFS, one or two FFS per week per facilitator is appropriate. Facilitators may have one day for a meeting, one day for other programs assignment and another one day for the preparation of FFS itself which also requires several hours before the session.

- If the DA has assigned to several FFS programs, ANRO has to coordinate with them and control the number of FFS under the DA; strictly limit in one or two at most three per week even if they are willing to have more². Theoretical increase of the number of FFS disregarding the actual resources results skipping of the FFS session in most cases; facilitators start claiming (or without saying) to reduce the frequency of visits to the FFS from weekly to once per two weeks or once per month just because they cannot manage physically. Never allow such kind of deterioration. Otherwise, most of FFS groups will be left alone without facilitators and this results degradation of the quality of the sessions, and finally FFS groups may disappear or spoiled totally. FFS organizers have to know the simple increase of FFS numbers does not mean the increase of the necessary impacts. FFS implementation should be backboned with resources and quality of the sessions³.

² It may happen especially when the daily allowance is paid.

³ Increase of the number of FFS can be promoted considerably with farmer facilitator. FFS programs have to introduce farmer facilitator scheme instead of increasing the number of duties on DA facilitators.

Step 2. Conducting trainings of FFS facilitators

1. Introduction

FFS is an experience based extension methodology which often require changes in attitude and ways of thinking of facilitators. FFS also consist of several core concepts: facilitation, participatory discussion, observation and discovery based learning, adult education principles, which sometimes require facilitator to get used to practice and can be internalized only with one's own experiences or through facilitation by experienced trainers.

This is to say that learning only through manuals and hearing the lectures may not help very much for extension workers to capture those concepts. For this kind of methodology, reading books and hearing from someone are not even enough.

Therefore, any FFS facilitators have to be trained by experienced FFS trainers before starting FFS. Extension workers who have never trained in FFS had better not to conduct FFS sessions otherwise may bring a lot of misunderstandings to the participants.

2. FFS training of facilitator (TOF)

TOF should be conducted by experienced FFS master trainers who have been facilitated FFS at least more than three years and have completed training of master trainers. Two weeks or more including several visits to FFS are appropriate duration for TOF. Sometimes, administrative people in extension department may ask why this training takes so long to produce FFS facilitators. However, FFS involves many concepts which require time to experience it. Moreover, in TOF many examples are shown so that participants able to internalize FFS concepts. Therefore, do not disregard the TOF and reduce the duration. In case that continuous 2-3 weeks training is not possible according to their work schedule, TOF can be conducted separately in twice or three times according to the season. However, the total hours for training should not be reduced.

In addition to that, Field practice is inevitable part for TOF. Facilitators are not able to understand FFS methodology by theoretical lecture. Especially, PTD design, proposal writing and Host harm establishment should be included in the field practice.

3. FFS master trainers

FFS master trainer is very experienced FFS facilitators who got long term periodical training to master all FFS concept and process as trainers. FFS master trainer courses are conducted only by experienced master trainers. The organizers should identify master trainers very carefully because TOF will be effective only when it is conducted with qualified master trainers. Qualification of master trainer is experience based. That is why facilitators trained by so called master trainer without a lot of experiences in the field produces many sub-ordinary FFSs.

Except the master trainer training experience, there are no official qualifications for master trainers. However, whether the trainers are appropriate or not can be judged with their knowledge and how they conduct or backstop their FFS.

4. Backstopping by master trainers

After TOF, facilitators are able to start FFS. However, they still need technical support by master trainers or experienced facilitators, who already conducted FFS several times. Most of important practice in FFS is not easy to capture through short term TOF and that is why they need such backstopping several times. It is easy to rationalize and disregard the training and practice. However, to internalize FFS facilitators' principles is not as easy as people may imagine.

Step 3. Introducing FFS to the community

1. Collecting information of the target areas

If the facilitators are recently transferred from somewhere and not familiar to the area, they have to do village survey before starting FFS. It would help to ask DA supervisor or experts to accompany them. People may feel suspicious if an unknown extension officer is running a motorbike. Official identification would help to be in a new place. Followings are a checklist of what you may need to capture from the area for FFS planning and implementation.

- Familiarization to the new area through frequent visit to the villages.
- Identification of the problems in the area that could be solved through FFS activities.
- Identification of the factors that would potentially affect FFS activities.
- Observation of the area and available resources.
- Identification of other related stakeholders.
- Other information necessary in conducting FFS.

2. Briefing to village officials and coordinating general assembly

- Once the FFS implementation plan has determined in district level, the assigned facilitators should announce the decision to the village officials.
- DA should ensure that district and/or village officials are well informed about the FFS program in general and particularly to the areas for coming season, and ask their support for the implementation.
- In case that the district decided to implement a FFS in the Farmer Training Centre (FTC), the plan should also be shared with FTC committee because FTC is communal institution managed under them. The facilitators and district authorities should discuss the plan during FTC committee meeting in which all stakeholders to agree on the implementation. This can be done together with above mentioned FFS briefing to village leaders. Those arrangements should be done before briefing the FFS to the community members.

- If the FFS program is new to the areas and is not well known to the community and related government offices, facilitators and/or DA should pay a visit and brief the FFS program in each level (Use the following list “Briefing items during FFS introduction and promotion”).
- In case, other FFS groups (on-going or graduated) have been already established in the areas, invite the group officials to introduce what is the FFS to village leaders in the areas and explain the advantages to the community so as to get their understandings and further supports.
- Prepared brochures or informative materials related to FFS help in briefing of FFS during the meetings in all levels.
- The coordinator of FFS program (Team Leaders or experts in charge) have to organize introductory seminar or orientation to the local officials if it is necessary. Induction would be more effective if it combines with field visit to a nearby on-going FFS group (if any) during the morning session.
- At the end of briefing to the village officials, asks them to organize general assembly for the villagers in which the facilitator can introduce the FFS program and coordinate the following meeting for FFS member selection.

Briefing items

Briefing items during FFS introduction and promotion

1. What is FFS?

- FFS is the school of farmers, organized in field and practiced nationwide and worldwide.
- No school fees are necessary.
- Oromia Bureau of Agriculture and Natural Resource is supporting famers to improve their agriculture production and household income through FFS.

2. Who attend FFS?

- Any interested farmer can participate.
- No matter age (young/old) or gender (men/women)
- Formal education is not necessary (Illiterate person can also be FFS

members).

3. Your farm is the learning place

- FFS work on the real farmlands provided by FFS members (called as "Host farm")
- For learning through FFS, participants do not need to go very far because learning place will be nearby farm in the sub-village.
- FFS members and facilitator together agree which enterprises⁴ they are going to learn.
- FFS members and facilitator together agree on what kind of ideas or experiments they try on farm and prepare for necessary learning topics according to the particular interest of the members.

4. FFS is a group learning

- FFS is conducted for a group of around 20-30 members of farmers.
- Members are selected among interested farmers who agree to attend weekly session for certain period.
- As principle, equal numbers of women and men will learn together.
- Group members will help each other during weekly activities.

5. Farmers organize FFS

- FFS is conducted by farmers
- Extension Officer is a Facilitator (assisting at the back)

6. FFS is weekly

- FFS groups meet every week.
- Start early in the morning and finish after 3.5 hours according to timetable agreed.
- Main activity is to observe and measure the crops/enterprise, and make analysis.
- Attendance and lateness are checked in every weekly session.

7. Show the result to your neighbors

- The FFS members together with facilitator and village officials

⁴Crops, fodder, fruits tree, tree nursery etc.

arrange “Field Day” for the neighboring community.

- Show your friends or neighbors “What you have learnt through FFS”.

8. Graduation and certificates

- At the end, the groups organize graduation ceremony in assistance with facilitators and local government offices.
- Members who have more than 75% attendance program will get graduation certificate.

9. Support through the FFS program

- No allowances are paid for FFS members for attending the sessions.
 - No tea and meal are provided by the FFS program. Some groups can collect small fund for that if they feel it necessary.
 - A set of stationary for FFS learning activities is provided by the FFS program as shown in Format Example 2. Delivery Note of FFS Stationary.
 - FFS learning fund (1,600 ETB=900 ETB for dry season + 700 ETB for wet season) is provided particularly for FFS learning purpose.
 - Except learning fund and stationary, no material will be distributed to the groups and individual farmers through FFS.
 - Two times of field day cost (200 ETB x 2 = 400 ETB).
 - Graduations ceremony cost (1,000 ETB per one FFS to organize the ceremony at village level) will be provided.
-

Step 4. Forming new FFS groups

1. Introduction

FFS is group based exercises and deals with groups of farmers. As the first step, suitable groups for FFS need to be formed. The formulation of new groups of common interests within a community is the fundamental technique to start with FFS. The procedure of the FFS group formation can be summarized as follows:

- Brief and promote participation to FFS among the village members through general assembly. Both male and female representatives are encouraged to participate in the meeting.
- Organize the 2nd meeting and one person from each household who is interested in FFS can attend.
- Brief them about FFS in 2nd meeting again and select the participants democratically.

2. Procedures

2.1 Arrange the village assembly meeting for FFS promotion

Organize general assembly through village and sub-village officials. It is favorable if the female members other than household head are able to attend as well, because a woman can be also interested in FFS and can attend it representing a household.

Note to facilitators

Brief and promote FFS among the community members

In the meeting, provide FFS interested village members with a clear view of what they are going to do in FFS and what they can get through FFS. Explain what the program is going to promote through FFS and what the

participants are expected to do (Use the list "**Briefing items during FFS introduction and promotion**").

Explain and promote FFS through the meeting

Brief, "What is Farmer Field Schools" to the villagers as follows and explain the office would like to start FFS with the interested village members:



Figure 2. FFS promotion in a village

- If both male and female representatives from every household are not present, do not form FFS groups during the FFS promotion because the people who came to the meeting are representative of the household but not exactly the persons who need FFS. It is better for them to take the issue to the family and decide who will be the most appropriate person to attend FFS from the family.
- Also, do not leave the community to select the members because in many cases participants can be selected in preference of the village leaders. Set another day for the selection of the members and select in presence of the facilitators.
- The site for FFS will be agreed as the most convenient place among the selected members. In case that the district decided to implement a FFS in the FTC, however, the distance to FTC from where farmers have to come from to be looked at well because they have to come to FTC every week for more than a year. To those who came very far from FTC, let discourage this time and ask them to wait other opportunities for standard FFS to be held nearby to their homestead.

Announce numbers and method of selection

● Number

- ❖ Among those who came to the 2nd meeting up to 16 males and 16 female (total 32) will be selected as FFS participants. Male members cannot substitute female members (If no female members are coming, facilitators have to promote FFS again).
- ❖ Only one person (either male or female) can attend from every household.

● Method

- ❖ If candidates are many, FFS members will be selected by secret balloting (no test, no voting)

Plan 2nd meeting of interested persons for FFS member selection

- Agree on appropriate day and announce next meeting for interested persons to select FFS members.

2.2 2nd meeting of interested persons for FFS member selection

Hold another meeting with interested village members only.

Recap and Q&A session

Recap what you explained in former meeting and conduct additional Q&A session regarding to the FFS for the persons who did not attend the previous meeting and for more clarification to all participants on the meeting.

FFS Member Selection

Explain the rules for selection as informed in last meeting

- Among those who came to the 2nd meeting up to 16 males and 16 female (total 32) will be selected as FFS members. Male member cannot substitute female members (If no female members are coming, facilitators have to promote FFS again).
- Only one person (either male or female) can attend from every household.

Selection Steps

After confirming about FFS to interested community members;

- Divide all the participants into male and female gender sub-groups
- Assess in each gender group:
- If the interested persons are more or less than 16, decide and continue with those members.
- If the interested persons are more than 16, prepare ballots and conduct lot to select 16 members.
- If the interested persons are less than 16, promote again to get enough members.
- Even if female or male members were less than 16, do not subsidize with other gender.

Brief on the opportunity to the non-selected candidates

In case, future FFS opportunities is available to the village, explain about future possibilities to those who could not get a chance to participate this time. Otherwise they might just regret therefore indicate the possibilities to see and learn the results on coming field days.

Brief about responsibility of identified members

Selected members have their indirect responsibility to non-selected members. They are expected to implement in their farms what they have learnt through FFS and share the information with their neighbors.

Break and call for a meeting for the identified members

Take a break, direct non-selected members aside and diplomatically release them. Then reassemble selected members for a formal session.

Q&A session

- Conduct Q&A session for clarification
- Continue to next step if the time is enough.

Mini-FFS

In communities where FFS is new, it is vital that the first contact makes a clear impression about FFS and shows the community members what they can expect in FFS sessions by giving them some FFS experience.

1. Materials

- A4 or flip chart Papers, Pens/Felt pen
- One or more tick (or insect) specimens

2. Time

Around 45 minutes

3. Procedures

- Ask a few volunteers to draw a tick (or other insects that facilitator brought)



Figure 3. Drawings of ticks by participants

- Collect the drawings and displays them to all.
- Check the drawings quickly and identify the difference between the drawings. There might be deference in the number of legs (or location of legs in insects)

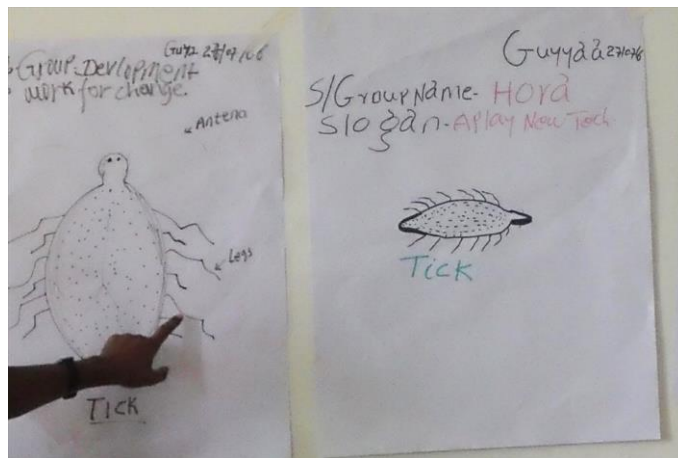


Figure 4 Drawings of ticks by participants

- Point about the difference among drawings “how many legs the ticks in the drawings have?” or “Where the legs are located in this particular insect?”
- Leave the participants to look, count and share what they see. Then they will answer what they saw in the drawings and may start discussing.
- If the number of legs (or location of legs) differs from drawing to drawing, the facilitator mentions that “The people have different ideas on the number of legs of the tick” and asks also “Which is correct?”
- Let them to discuss about the issue for a moment.
- Facilitator ask the members “The conclusion what they got is true? How can we prove it?”
- Let them to answer.
- Finally, facilitator brings out a tick (or insects) and asks them to look and count how many legs the tick has.
- Be careful not make fun of or humiliate those who provided the wrong information.
- Confirm the number of legs.



Figure5. Observation of live specimen

4. Conclusion

Encourage the farmers on the coming learning experience through FFS. The farmers who are going to attend FFS are not very confident about their abilities on learning. Through this practice, however, they can understand that they still have to learn and they are able to learn in different way to formal schools through observations.

Facilitator explain following three important findings from this practice:

We can learn by ourselves

Human beings have ability to learn by their own. Only what we need is to know the way to learn.

We adults still have to learn

The concept which we previously knew is not always true. So be ready to hear and learn new things from others. We all are grown up, however, there are still so many things to learn. Learning has no end.

Observation is very important

If we watch well, we will know them well. Knowledge can be acquired through observation and practices. It is not always necessary to bring experts.

Step 5. Formalizing the FFS groups

Call for a meeting for the selected members, and proceed to the process of FFS group formalization and organization.

1. Selecting FFS officials

Facilitate the members to elect following FFS group officials.

- Chairperson
- Vice-Chairperson
- Secretary
- Vice-Secretary
- Treasurer

Preferably, officials in other committees/co-operatives/groups in village should not be FFS officials so that other members can also learn about responsibility of the officials through FFS. Double-assignments also should be avoided.



Figure6. Election of FFS officials

2. Setting the group identification of the FFS group

Facilitate selected members to decide the name and slogan of their FFS group

- Name of the FFS
- Slogan (possibly related to the name of FFS)

3. Agreeing on the FFS meeting day

- FFS meet every week.
- Facilitate the members to agree on a convenient day of the week to meet for FFS
- In normal circumstance, the local market day should be avoided for FFS meeting day since farmers are busy in that day.
- Confirm whether there is someone "Who cannot attend that particular day?" If there is someone cannot, consider alternative day for FFS meeting. If the members feel difficult to attend, they will discontinue FFS in the future.

4. Agreeing on the FFS starting time

- Starting time should be early enough since observation of the pest in the farm can be done only early in the morning. After that they may disappear and cannot be captured.
- Full FFS session takes three and half hours unless it is shorten. The members have to agree to attend whole session. If the members have daily work at noon (e.g. preparing the lunch for family) the session should be started early enough like 8:30 and end 12:00.
- The starting time can be flexible since women are usually busy in the morning and some farmers are coming to FFS from very far place.
- However, FFS cannot be done any time. If the groups are not following the principle to meet early in the morning (e.g. meeting in the afternoon), learning on farm may not go very well.

5. Agreeing on the tentative meeting place

- Comfortable Learning site would be established in later stage, after the Host farm agreement is signed. However, there are several activities to be conducted.
- Decide the tentative meeting place where all members are easily

access.

6. Signing of FFS agreement

After group officials are selected, FFS agreement to be signed (See **Format Example 1. FFS Agreement**). FFS is relatively long-term activities and we are not sure what will happen on the way. For example, the misuse of the distributed material may result discontinuation of the FFS which is total loss in both side. So, it is safe for both party to sign an agreement to clarify what they have to follow. The procedures are as followings:

- Upon FFS officials and members, explain the objectives of agreement
- Read aloud the "FFS Agreement" so that all members are able to understand the contents.
- After confirming with all members, agreement document to be signed between both chairperson and secretary of the group, and the DA facilitator.
- DA takes two original signed agreement to ANRO and gets sign of approval with ANRO Head. One original will be filed at ANRO and another original is sent back to the FFS group.

Format Example 1. FFS Agreement

Agreement on Farmer Field School

Sustainable Natural Resource Management through FFS in the Oromia Region

This agreement is jointly entered between District Agriculture and Natural Resource Office (ANRO) and the members of the Farmer Field School whose name is described below;

Name of Farmer Field School: _____

Sub-Village: _____

Village: _____ District: _____

- I. **This agreement has been entered on a voluntary basis without any coercion and is for the implementation of Sustainable Natural Resource Management activities through the Farmer Field School (FFS) in the district. The group members are expected to practice the enterprises they have learnt on their own farms and share the experiences with their neighbors.**

This agreement has the following conditions:

1. The group has the following responsibilities:
 - 1.1 To organize and participate in Farmer Field School every week
 - 1.2 To use the FFS program inputs only for agreed Farmer Field School enterprises
 - 1.3 To hold exchange visits and field days for information sharing with the assistance of the FFS Facilitators
 - 1.4 To successfully complete one year of Farmer Field School activities
2. The FFS Program has the following obligations:
 - 2.1 To provide the agreed inputs in kind up to Birr 1600 over a period of one year to support establishment of Farmer Field School enterprises
 - 2.2 To provide necessary stationeries for the FFS learning sessions

- 2.3 To provide necessary backstopping assistance
- 2.4 To organize graduation ceremony for qualified members
- 3. Facilitator has the following obligations
 - 3.1 To organize Farmer Field School (FFS) group in the indicated village and condition by the district ANRO.
 - 3.2 To facilitate the above FFS group every week during 12 months, except inevitable conditions which are recognized officially by ANRO.
 - 3.3 To accept advices and instructions through the backstopping organized by the district ANRO for improvement of the FFS sessions.
 - 3.4 To report every month to the district ANRO and update the situation of the FFS group.
 - 3.5 To coordinate at least one month before with the district ANRO to assign another facilitator to take care the FFS weekly session in case of annual leave or educational training which would take place more than four weeks and to hand over the duty through briefing and introduction to the group.
- II. The FFS Program shall stop further assistance if the group deviates from the agreed activities.

Signed,

On behalf of the Farmer Field School Members		On behalf of the District	
Name of Chairperson	Signature	FFS Facilitator	Signature
Date		Date	
Name of Secretary	Signature	ANRO Head	Signature
Date		Date	

Pairwise Interview

If the group is new, the members may not know each other. Even they think that they know as neighbors or villagers, they may not know well until their real characters. Apply self-introduction session to make them familiar and to find their unknown character.

For example:

- Ask selected members to get his/her pair from the members whom they do not know well each other.
- In three minutes, interview your partner's details such as:
 - ❖ What is your name?
 - ❖ What is your favorite food?
 - ❖ Which food you don't like?
 - ❖ Other information
- In plenary session, introduce the partner to all participants in 2 min.

This is my new friend. Her name is



Figure 7. Self-introduction in pair

Group Practice

FFS Claps

In the FFS, many different types of claps are used to energize the participants and also to welcome or thank a contributor. There is many type of claps used in FFS such as:

- FFS clap
- A clap
- B clap
- C clap
- OK clap
- Yes clap
- Rain clap
- Lightning clap
- Coca-Cola clap
- Chicken clap
- Generator clap
- Bicycle clap
- Mosquito clap
- Tokyo clap
- Osaka clap
- Hiroshima clap, etc.

Group Practice

FFS Poem/Song

The four principles of FFS can be converted to a poem or a song so that all members can remember the objectives of FFS and internalize the principles.

- (If you ask) Principals of farmer. I know four (4) (of them).
- to Grow crops, which are healthy (1),
- Make farm visits, regularly (2),
- Conserve living things, which are friendly to the farmers (3),
- (Doing like that) finally, farmers become experts (4).

Step 6. Organizing FFS Sub-Groups

1. Formulating Sub-groups

In FFS, all members are divided into smaller groups to maximize their participation and effective session running. These smaller groups are known as sub-groups. In FFS:

- All learning is done in sub-groups
- Each sub-group is responsible for a treatment or a series of treatments for comparative studies.
- Each sub-group plays host on the day of FFS activities and it rotates week by week (See 6. in this chapter)
- Each sub-group has officials (FFS has several leaders at different levels)

For the groups of 32 members, it can be recommended to form four⁵ sub-groups of eight members. For the groups of 28 members, facilitators can form four sub-groups of seven members. Three to four sub-groups are easy to manage.

1.1 Selecting Sub-group members

Sub-group members are used to be selected at randomly. However, for effective session management following two factors to be considered at the beginning of Sub-group formation.

a) Literate members' distribution

In case the literate people are few in the selected FFS members, facilitators have to make sure that all sub-groups have at least a member who can read, write, understand the written materials, and able to explain to illiterate members.

However, if the literate members are less than the number of sub-groups, e.g. while tending to form four sub-groups, three literate persons only are

⁵ Four sub-groups are usually convenient to take in charge of each of four plots of experiment.

existing, the facilitators should place special consideration like: reduce number of sub-groups according to the number of literate members (e.g. form only three sub-groups if the literate members are only three) or recruit other literate farmers who are willing to attend FFS as additional members on agreement with whole FFS members.

The procedures of literate member selection are as follows:

- First, ask literate members to stand.
- Separate them from other illiterate members.
- Divide them into 4 groups (like group1 to group 4) with the consideration of level of literacy to become almost equal in all groups.



Figure 8. Selection of literate members

b) Gender balance

Gender also should be equally distributed among sub-groups for effective session running. If the group had clustered on one gender, the discussion will not be very active.

The procedures of gender balanced selection are as follows:

- From remaining members, ask female members to stand.
- Separate them from remaining male members.
- Ask one of separated female members to say "One" and following female member to say "Two" and next to say "Three" until the fourth

female member to say "Four". Then following person repeat "One" followed by others "Two", "Three" and "Four" until end.



Figure9. Numbering of members by calling

- The female members said "One" go to group 1, the member said "Two" go to group 2, the member said "Three" go to group 3 and the member said "Four" go to group 4. Observe if all members are following the number they got.
- Some members may not respect their numbers but just follow their friends. In such case, it is good to number them with the cards with numbers so that facilitators can confirm the separation process.



Figure 10. Numbering of members with cards

- Repeat the same for male members.
- As the result, every sub-group (group1, group2, group3 and group4) has some literate members and similar number of female and male members.

1.2 Setting the Sub-group identification of the FFS group

Ask each sub-group to decide the following:

- Name of sub-group

The name needs to sound nice for the members, preferably, not the serial numbers or ABC. Encourage their creativity to come up with a name, which represents them very well

- Slogan/Motto

It is better reflecting on the name of sub-group

- Sub-group officials:

- Chairperson
- Secretary
- Time keeper, etc.

Preferably those officials should not be officials in other levels so other members can also learn about responsibility of the officials through FFS.

1.3 Other consideration in running the sessions in sub-groups

- Facilitator should be conscious to explain issues equally to all sub-groups
- Observation/Discussion results in sub-groups level should be shared later among all members through plenary session
- Sub-groups should not change often so the members can carry out their routine duty and increase responsibility to certain level

2. Assigning Host Team

Host team is a sub-group that is in charge of all the activities in a FFS session. Each sub-group should play a host on a FFS day and they rotate session by session or week by week. Assignment of Host Team is to ease session running and every participants to learn their responsibility by owning duty assignment.

The selection of the host team can be done as followings:

- Each sub-group draw a lot written 1, 2, 3 and 4.
- Assign each sub-group according to the numbers as the coming week host team respectively.

The duties of host team in a FFS day are as followings:

- Arrange the venue & keep the learning site clean
- Check the attendance of members
- Facilitate recapitulation session (To be done by previous host team)
- Introduce the resource person/guest speaker
- Facilitate the members to follow the program
- Serve as the time keepers
- Distribute the training materials and others
- Assist presentation with necessary materials
- Provide the Energizers/Group Dynamics
- Do other functions assigned by facilitator
- Hand over the host team duties to next host team (Sub-group) at the end of session

Facilitation Tool

Sub-Groups

Why FFS usually employs sub-group in their learning? The answers might be as followings:

- It is difficult to deal with big groups
- Sub-groups give an opportunity for all the members of the group to participate actively
- Increase chances and time of activity involvement
- Increase one's duty for responsibility
- Enhance ownership to the learning process e.g. Closer observation to the materials
- Improve concentration to the sessions

FFS is used to be conducted by many members (20 to 30 participants). If

you facilitate some activities and try to deal with all members together, you may always find only a few members are dealing the issue in front of you and most of other members are standing or sitting back.

Like this way, you may capacitate only a few members while FFS Program is investing for FFS and expecting all members to get same knowledge and skills to implement recommended enterprises to the community as large number as possible.

If you divide them into a few sub-groups, activity will be conducted separately by 7 to 8 person. Therefore, their chance of participation and time of involvement increase very much. While you ask only one person in whole group to make presentation every FFS, group gets only 50 chances per year (1 or 2 times/members) but if you sub-divide them in 4, members get 200 chance of presentation per year (5 to 6 times/member)

Note to facilitators

Talk ball

Talk Ball is a facilitation tool and it can be used in FFS to control domination and to give chances to the quiet members to talk. Talk Ball ensures equal and full participation of members to a discussion. With talk ball, FFS members become more attentive on the topics and trying to prepare their statement because they have to give some opinions when the ball is thrown to him/her. They also remain alert during the session since they do not know when the ball comes to them.

1. Preparation of Talk ball

A talk ball can be prepared easily by wrapping a sheet of paper and tying with masking tapes (See the picture below). Local material also can be used.



Figure 11. How to prepare talk ball

2. Rules of Talk ball

- The facilitator, assigned person or any member who has the ball can throw the ball to any other members.
- Only the person who has the ball is allowed to speak.
- On the other hand, whoever gets the ball has to give an opinion.
- Other members have to listen to whom with the ball.

3. Use of Talk ball

3.1 When the facilitator has seen only a few members are dominating a discussion

- After some moment, facilitator throws Talk Ball to someone who has not given an opinion.
- Then, domination of the discussions would stop without rudeness to talkative members.
- Environment might switch to where all the members can contribute discussions.

3.2 When the facilitators want to activate dormant members

- Throw Talk ball to a member who kept quiet and never gave opinions
- The person who receives the Ball, she/he has to say something.
- After she/he gives the opinion, ask her/him to throw the ball to anybody else who has not contributed to the discussion (who has not spoken).

3.3 When the facilitator want to hear all members' opinions

- Throw Talk ball to someone and she/he has to give an opinion.
- After she/he gives the opinion, ask her/him to throw the ball to anybody else who has not spoken.
- Repeat this until all members contribute to the discussion.

4. FFS expectation assessment

Conduct general questions and answer session regarding FFS and ask members to tell the facilitator freely “What do you expect from FFS” or “What do you expect to earn from us” . Despite several prior explanations from organizers, surprisingly, members may still rise the question like: "How much money do you give me if I attend a day?", "How much and which kind of seeds and inputs do you give me? So I can prepare my farm early". The facilitators may feel those questions are very tedious, however, it is important to discover such kind of wrong expectations among the members and collect them by explaining again, because such hidden misunderstandings may bring serious complaints later and it will even terminate FFS along the way.

Step 7. Preparing FFS timetable and learning norms

1. Delivering FFS stationaries

Before the FFS timetable and learning norm is prepared, FFS stationery kit to be distributed. FFS treasurer check and count the items according the FFS stationaries delivery format (see **Format Example 2. Delivery Note of FFS Stationary**) and sign after the confirmation. The facilitator shows item by item to the members and explain the use of each item briefly.

Format Example 1. Delivery Note of FFS Stationary

DELIVERY NOTE OF STATIONARY
FARMER FIELD SCHOOLS (FFS)

Date / /

Issued by FFS Facilitator _____.

FFS Name _____

Village _____ District _____

Please receive the following goods in good order and condition

No	Item	Quantity	
	Mark book	1	Rolle Call
	Flip chart paper	5	FFS in general
	Scotch tapes	4	
	Felt Pens (Black, Blue, Green & Red)	4	
	Ropes (30m)	2	
	Tape measure (30m)	1	Host farm establishment
	Ruler (50cm)	4	AESA Taking
	Clothe Tape measure (1.5m)	4	
	Steel tape measure (5m)		
	Notebook	4	
	Ball pen	4	
	Crayons (12 colors)	4	AESA Processing
	Group weekly report	1	Weekly Reporting
	Carbon paper	6	
	Counter book	1	General Record Keeping
	Notepad	1	For Letter writing
	Envelope	12	
	Spring file PVC	1	Document keeping
	Account book	1	For accounting
	Receipt book	1	
	Clip	4	Presentations in general
	Wood board (60x80cm)	1	
	Wall clocks	1	Time Keeping
	Battery Cell	2	
	Plastic sheet (14m)	1	For Shelter
	Storage bags	1	To keep above

Received the above stationary in good order and condition

◆ FFS Treasurer _____

Signature _____

Date_____

Witness by

◆ FFS Chair Person _____

Signature _____

Date_____

◆ FFS Secretary _____

Signature _____

Date_____

2. FFS timetable

FFS meet on specific day of the week and usually they conduct 3.5 to 4 hours session. Complete FFS session used to spend minimum 3.5 hours. If the session is less than that, there is a possibility of skipping some important parts.

Just like formal schools, FFS session has its own schedule and timetable. Compile own FFS timetable with members for weekly session agreeing on the time, activity, objective, necessary material and person in charge step by step. This can be used until graduation and guide them the whole FFS period.

FFS Timetable should have following activities:

- | | |
|------------------------------------|-----------------------------------|
| 1) Opening prayer | 8) Today's topic |
| 2) Opening roll call | 9) Review of the day's activities |
| 3) Brief recap of the last session | 10) Planning of next week session |
| 4) AESA taking | 11) Announcements |
| 5) AESA processing | 12) Closing roll call |
| 6) AESA presentation | 13) Closing prayer |
| 7) Group dynamics | |

The below indicates a typical FFS session timetable. Schedule can be adjusted for the convenience of the group but mind the time allocated to each activity.

Table 1. An example of FFS time table

Time	Activity	Responsible
08:00-08:05	Prayer, Roll Call	Host team
08:05-08:15	Brief Recap of the last session	Host team
08:15-08:45	AESA Taking	All
08:45-09:15	AESA Processing	All
09:15-10:45	AESA Presentation	All/Host team
10:45-11:05	Group Dynamics	Host team
11:05-12:05	Today's topic	Facilitator
12:05-12:10	Review of the day's activities	Host team
12:10-12:20	Planning of Next week session	Host team
12:20-12:35	Announcements	Host team
12:25-12:30	Roll Call, Prayer	Host team

2.1 Important considerations on FFS timetable

Starting and ending time are as agreed with members

FFS is recommended to start early as possible since many pests and insects are escaping later. However, starting time depends on the convenience of farmers. Do not force them as they may not attend the session.

Time Table should be strictly followed

All activities have own meaning and do not skip casually. It may bring deficiency of learning or decline of empowerment.

Do not change timetable often

Once the timetable prepared, follow it. Do not change the timetable until serious problem arises on it. If the timetable is fixed, the members are able to get used to manage the session easily by themselves. Occasional change of the activities can be adjusted and announced to the members, without changing timetable.

For example, when the group are preparing farm and they have no plants to measure, the time for AESA sessions can be converted to land preparation. In this case, they have to be announced about the activities at previous session and preparation method has been instructed in the previous Today's topic session.

Hang timetable during the session

Timetable should be prepared with durable material like carton or plywood board and hung separately from presentation board through the session so that the members are able to see and practice time management even during presentation.

3. Setting of learning norms

Before starting regular FFS sessions, it is recommended to establish some leaning norms or regulations, which members feel necessary while they are conducting FFS sessions. Some examples of the learning norms are as followings:

- No smoking while they are in sessions
- Do not come drunk to the sessions
- Respect to other people's opinions

- Conflicts to be solved democratically
- Every participant and facilitator to keep time
- Late comer pays fines (this can be used for some cups of coffee during the session)

Once agreed on learning norm, note on the minutes book as group norms and get sign of agreement by every member. Then, enforce it seriously during the entire FFS period.

Probably, the application of learning norms can be effective on some of major problems in FFS management such as absenteeism or lateness. Some groups even agree to collect money on every session for 'Income Generating Activities (IGA)' or financing among themselves.

Note to Facilitators

Group fund management

In FFS several types of fund can be available.

- Learning Fund provided by the FFS Program and contributed by the members.
- Fines collected according to the norms, e.g. lateness, absence.
- Weekly or periodically collected contribution or memberships by all members.
- Income earned by selling the product from the host farm

1. Learning Fund

The FFS Program supports a fund up to 900 ETB for dry season and 700 ETB for wet season for procurement of learning materials for the experiment in host farm. This should be accounted for the maximum use for learning. Also the FFS members can contribute some amounts for additional materials as they agree.

- Seed (local, improved)
- Seedlings
- Farm input (manure, fertilizer, etc.)

- Necessary chemicals in case of pest attack.
- Farm implement/tools which members do not have usually
- Other necessary materials

2. Fines collected

FFS group sets in their learning norm and some groups are collecting fine by the lateness or absence of the members increase seriousness and discipline of attendance and encourage them to attend regularly.

3. Weekly or periodically collected contribution by all members

Some FFS groups agree on collecting the contribution of members for their IGA during or after FFS.

- Expand farm enterprise out of FFS experiment
- Start different IGA apart from FFS enterprises, e.g. poetry keeping, bee keeping, and animal fattening.
- Start own cooperative or official business group, and pay their registration fee
- Start new or learnt enterprise in larger scale as business by the members.

4. Income earned by selling the products from the host farm

Many FFS groups do not divide the products from host farm or their income from the sale. The earned income is kept in group account and would be used for:

- Investing for Group IGA and new business
- Using for registration fee or other necessary cost for group business plan

5. Common Financial Records in FFS

- Cash book (learning fund, group fund, fine, contribution)
- Counter book
- Receipt book
- Invoice
- Expenditure/Sales Records

Table 2. A sample of Cash Books

Date	Item	Income	Expense	Balance
30/4/2016	Budget for wet season activities	700	0	700
1/5/2016	Onion Seeds 100g	0	50	650
3/5/2016	Fertilizer 10kg	0	80	570
10/6/2016	Pesticide 1 bottle	0	100	470
19/8/2016	Fine by absence of Mr. Z	5	0	475
7/11/2016	Selling 10kg of onion	400	0	875
7/11/2016	Transportation of onion to the market	0	5	880
15/11/2016	Member contribution(Mr. A)	10		890
15/11/2016	5 seedling of Mango		150	740

Table 3. A sample of Counter Book

Date		100 birr	50 birr	10 birr	5 birr	1 birr	Total
30/4/2016	No. of birr	7	0	0	0	0	-
	Amount	700	0	0	0	0	700
1/5/2016	No. of birr	6	1	0	0	0	-
	Amount	600	50	0	0	0	650
3/5/2016	No. of birr	5	1	2	0	0	-
	Amount	500	50	20	0	0	570
19/8/2016	No. of birr	4	1	2	0	0	-
	Amount	400	50	20	0	0	470
19/8/2016	No. of birr	4	1	2	1	0	-
	Amount	400	50	20	5	0	475

Income Generating Activities (IGA)

One day, introduce Income Generating Activities (IGA) through Today's topic and conduct discussions with members.

Rural households are involved in a variety of economic activities, as part of livelihood strategies. Although being farmers, agriculture is not only source of income but they can find any way to generate cash. Through FFS, the facilitators can also address to the members to understand the role of such activities for poverty reduction and development. There are varieties of IGA, such as poultry, livestock fattening, selling of firewood, bee keeping, seedling production, brick making, food processing, etc. So, let the FFS members to think and come up with any kind of IGA which are feasible in their environment and rural context.

Some IGA might be difficult to start with little knowledge and experiences. However, while participating in FFS, members are able to start such activities getting advantage from the learning opportunity through Today's Topic sessions. The members can ask the facilitator to arrange with particular DA or Expert who knows well about the subject as the one-day lecturer. If there are any person who know about the activities in your community, FFS members can also invite him/her to Today's topic and learn from him/her.

Some IGAs is also difficult start with an individual because it requires certain resources/fund. However, while participating in FFS, members are able to rise the fund so that they can start IGA together. It might be possibility of renting money, however, as the beginning, it is safe to start with own fund and when it is succeeded they can expand with external resources. Some members can think like the FFS program/District will provide fund or materials. However, such aid bases IGA can never be sustainable.

Step 8. Conducting Learning Enterprises Selection

1. Introduction of Enterprise Selection

At the beginning, FFS members have to agree which enterprise they are going to learn in coming season. The target enterprise should be focused on their interest and improvement of their livelihood.

Process of decision making on enterprise, however, should be in very participatory way but not forcing on the members. If the facilitator forces the members to do some enterprises because of his/her opinion or office normative, they would lose the interests as well as the ownership, and finally they start feeling as if they are doing the work because of the facilitators but not for themselves⁶. Instead, when the idea of their own has been taken, people show great interest and feel ownership. Therefore, even FFS program has their own particular target crops to promote, never force them but ask them whether they like the ideas and get consensus.

Again, participatory does not mean to hear farmers 'opinions only. If facilitators have better ideas, they have to advice on the issues which the farmers cannot recognize very well. For example, farmers may not know what happening in new crop market of far capital, long term soil or environmental degradation cannot be seem by farmers who're concentrating on daily farming, or residual danger of pesticide/chemicals might not be known by farmers. Those invisible issues to the farmers also have to be brought on plenary discussion in FFS enterprise and experiment planning as facilitators' suggestions (not forcing ideas) to be considered into farmers' decision making.

2. Procedure of Enterprise Selection

2.1. Introduction of Enterprises

Explain the potential leaning enterprises by using Enterprise Picture Cards to the members. There are six categories of enterprise on FFS activities.

- 1) Cereal crop and tree intercropping
- 2) Fruit orchard

⁶ Thereafter, the members misunderstand that they have to be paid allowance to attend FFS.

- 3) Fodder bank
- 4) Woodlot
- 5) Horticulture crop
- 6) Tree/fruit tree nursery

Give the member very clear overview on the following aspects of each enterprise with reference of the Enterprise Catalogue:

- The purpose of enterprise
- Size of the plots on the host farm
- Necessary materials and budget
- Expected benefits and disadvantages of enterprise

2.2. Wet season enterprise selection

After the introduction of the enterprise catalogue, ask the following questions to the members to select enterprises:

- Which enterprises/crops they want to learn during wet season. Each farmer has their own preference of crops according to their importance and interest.
- How many enterprises they would be able to implement wet season?

Both members and facilitators tend to select as many enterprises as possible. For wet season, it has to be announced well that the number of enterprises is at most three. More than three enterprises are not practically manageable by a FFS and quality of the farms and learning becomes very poor.

- How much resources they have for the enterprise?

During the discussion, the facilitator has to remind the members that how much budget the FFS Program would provide and clarify how much the group can contribute for implementation of such enterprises.

Depending on the environment, however, the member can come up with another enterprise for learning. Do not neglect their requirement but facilitator assesses internally following points:

- ❖ Is that suitable to set a comparative experiment for that enterprise?
- ❖ How weekly Agro Eco-System Analysis (AESA) would be conducted?
- ❖ Dose learning fund be enough? If not, the members have to collect money on top of learning fund.

If the ideas raised from members could not satisfy above questions, suggest that it would be conducted apart from FFS, as 'Group Income Generation Activities' with their own expenses. If the proposed enterprises satisfies above points, the facilitator can add that enterprise on the selection.

After above discussion, the facilitator organize wet season enterprise selection by "ten stones."

Facilitation Tool

Ten Stones

This method is used when facilitator want to capture all members requirements in a participatory manner. For example:

- Selection of Learning Enterprises
- Selection of Crops/Vegetables/Fruits/Tree species or varieties
- Selection of Learning Subject to be addressed

It is a democratic way where all the farmers are involved in the selection. The farmer is allowed to put more stones against the box they prefer most and vice versa.

Steps

- List down the enterprises one is thinking about, e.g. Horticulture crops, Cereal crops with tree intercropping, Fodder bank, Fruit orchard, Wood lot, Tree nursery, etc.
- You can also list down the Vegetables/Fruits/Tree species, which have been suggested by the members of the FFS.
- Write down each item on a large piece of paper
- Lay down all papers together on the ground.



Figure 12. Lay down the papers with enterprise, crops or species to be selected

- Ask each member of the group to bring ten stones.
- Each member can put the ten stones according to their preference: e.g. all at one place, divided 5 & 5 to two, 2 & 2 & 2 & 2 & 2, 5 & 3 & 2, 1 & 7 & 2, etc.
- Using group dynamics, the members sing and move around finally go to the center and drop the stones in the box of their preference.



Figure 13. Move to same direction and drop stones to the preferable options

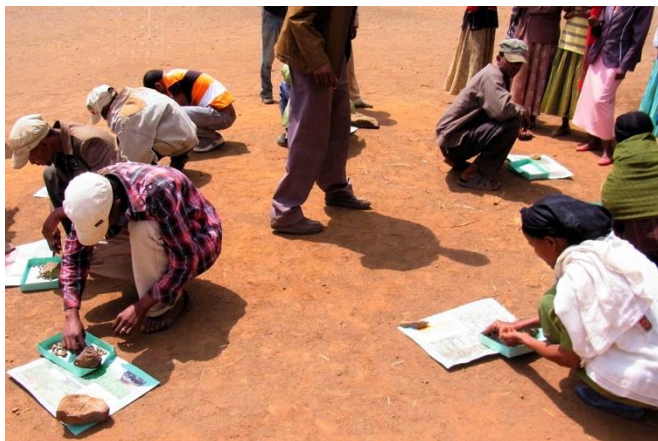


Figure 14. Count stones in each option

- Members can agree to select the options, which got more stones
- It is good to analyze the result together with the members so that they can explain why they picked A and not B.

It is good to ask members whether the exercise need to be repeated or the results be taken the way they are.

2.3. Q&A session for the selected wet season enterprises

After selecting learning enterprises, list all enterprises selected on the flip chart paper and you may ask members following questions of clarifications:

- “Why those enterprises are important?”

This may clarify the problems that participating farmers currently face and direct you to think about appropriate solution.

- “Are we able to implement all enterprise selected?”

This may confirm whether the member have enough time and resources to conduct all those enterprises. You may facilitate them to reduce the number of enterprises if it looks a lot. Two or three at most enterprises are comfortable to deal with since several experiments will consume more time for AESA sessions.

- Confirm whether all members agree on those particular enterprises for their learning in wet season.

2.4. Wet season enterprise species selection

After the decision of the enterprise, there might be some other issues like types of vegetables or crop varieties to be decided for the experiment. In such case;

- Using Talk Ball and ask all members one by one “What kind of vegetables/varieties you wish to learn most?”
- Facilitator notes and lists all required species on flip chart paper and share to all members.
- Ask and let them to think “how many species shall we select?” The number of species depends on the type of enterprise and the size of plot. As facilitator, you can suggest that 1 or at most 2 species are appropriate for effective experiment and weekly AESA and confirm with the group.
- If the total number of species mentioned by the members was not so many (less than 4), member can decide 1 or 2 species just by rising hand.
- If the total number of species mentioned by the members is more than 4, draw each species mentioned on a paper and conduct “Ten Stones” to select 1 or 2 species.
- Make necessary suggestion to the members’ ideas as facilitator from technical and experience based point of view.

2.5. Importance of tree nursery and seedling production

After selecting wet season enterprises and species with the members and confirming that they selected some enterprises with tree components, the facilitator asks them about sources of such seedlings.

- Where to get such seedlings? Is it possible to get seedlings of tree species?
- Is any nursery/market near to your farm? Is the nursery/market has the tree species which satisfy you?
- How much is a seedling? Will you purchase the seedlings from that nursery/market repeatedly in the future?

After those discussion, the facilitator makes the members realize the importance of having technics in seedlings production by themselves by asking as “Why not the FFS members yourself learn to produce seedlings.” “In fact the one of the objectives of the program is promote all farmers to learn how to produce tree seedlings and plant trees by yourselves.”

Small-scale tree nurseries can be established by farmer groups or individual farmers and it has following benefits.

- It is possible to raise the species and number of seedlings as required.
- Provision of seedlings close to your place

- Continue supply of seedlings at low cost.
- No need to pay transport or straggle yourself to bring seedlings from far.
- Generate income if the seedlings are sold.
- It is easily to start with local available materials and simple technologies.

The facilitator also can mention that if they learn to establish tree nursery, they can also produce vegetables and other horticulture crop seedlings. Therefore, to practice tree nursery enterprise has big advantages.

2.6. Consensus on Dry season enterprise

Now the members understand the importance of the seedlings production, the facilitator needs to make them agree on implementing nursery enterprise in dry season. For dry season, it is recommended to conduct tree nursery enterprise only because of availability of water and resources. It is very important to consider the access to water for dry enterprise selection. It is the responsibility of the members to secure water for the nursery enterprise.

2.7. Expectation Assessment of Enterprises

As wrap-up of Enterprise Selection, ask the members the following questions:

- ✓ What do you expect from those enterprises?
- ✓ What kind of benefits do you expect to get out of this enterprise?
- ✓ Is there available market for the products produced in this enterprise?

Step 9. Conducting weekly sessions

FFS sessions should be conducted every week. FFS in reality is a package of useful practices. To get used to the practices it is important to repeat regularly without disrupting. The session will be managed by host team in assistance with facilitator according to the timetable agreed with the members. Followings are some considerations in each program during a FFS session. However, AESA session starts after few weeks. Other preparation activities are done by using the time for AESA session and Today's Topic.

1. Before starting the sessions

Facilitators should come on time and be model to others while encouraging FFS members to do so.

Seats or benches should be set as shown below figure 23, in Step 13. The host team of the day should be on their seat and each sub-group sit together on their area. This is to ease group work and to promote cohesiveness among sub-group members.

2. Opening Prayer

According to the religion and the custom of the area, the time for prayer is also considered before and after FFS.

3. Opening roll call

Roll call is the first and the essential activities in FFS. The secretary of the group record the attendance of each members in the mark book in every beginning and end of the session with following reason:

- Attendance is a barometer to measure whether the FFS is active and the sessions are interesting. If the attendance continue very low, facilitators have to take certain measures to improve.
- Usually, FFS program determine whether the member to graduate or not based on the attendance to the sessions. To get the certificate, FFS members have to appreciate how many percent of the sessions they have to attend, e.g. 75% or 80% depends on the program.
- Absenteeism and lateness are the problem in many FFS, however, the group and facilitators should try to improve it. Some groups just promote disciplines and others set learning norms by applying some

ines for lateness and absence.

Note to facilitators

How to check attendance of participants

Following is an example of how to check the attendance on the register book through roll call:

● members are present at the opening, Check	/
● members are not present at the opening, Check	○
● members are present at the end, Check	\
● members are not present at the end, Check	○

So members:

● Who were present whole session got	X
● Who came late got	○\
● Who excused early got	/○
● Who were absent whole session got	○○



Figure 15. Attendance register

4. Brief Recap

- In every beginning of a FFS session, the activities carried out during last session to be summarized by host team. This reminds the members what they learnt last week and gives the members who was absent in last week chance to catch up.
- It is also important to brief through what are the today's particular activities quickly. No need to mention regular weekly schedule.
- The person who presented recap during the last session should not repeat the same until all sub-group members finish to present. This duty should be rotated within the host team members. Recap should be very brief as to not disrupt the day's schedule.

5. AESA Taking, Processing, Presentation

- Until preparatory activities, such as time table, learning norm, annual calendar, host farm agreement, PTD design, proposal writing, learning material delivery, land preparation, seed sowing, are completed, AESA sessions cannot be conducted. This time is used for above mentioned activities.
- Detailed procedure of how to conduct AESA session is shown in “Step 14”.

6. Group Dynamics

Group Dynamics are variety of team building exercises employed during the FFS sessions. It is emphasized on creating an environment in which participants feel free to express and interact each other during the sessions in order to learn effectively and to get necessary experience. Followings are some of important functions of group dynamics:

- Relax and energize the participants and rejuvenate the team.
- Establish a learning climate enjoyable and fruitful.
- Stimulate communication between strangers.
- Make participants alert and encourage everyone to participate.
- Illustrate and internalize concepts and lesson.
- Strengthen group work and cohesion.
- Solve conflict among the group.
- Develop participants into a closer team.

It is also help individuals to learn how to associate with others and their

behavior. Sometimes, group dynamics like dramas are used to focus and resolve the existing problems among FFS members.

This is to say that FFS group without practicing group dynamics cannot develop confidence to other members and easy talking environment which may lead low level of self-explanation and shallow discussions among members. This results poor team building, inactive relationship among the group, and the members are not empowered to promote and advance their experiences as the organizer may expect.

Group dynamics is such important practices and that is why it has own separate program in the FFS timetable. Practice it and you will see the deference.

Examples of Group Dynamics

Followings are some of tools and fork medias used to be employed as group dynamics.

- Claps
- Local Songs
- Dances
- Poems
- Riddles Rolle Play
- Drama
- Discussions
- Taking tea/coffee together, etc.
- Proverbs
- Parables
- Story telling



Figure 16. Poem



Figure 16. Claps



Figure 18. Drama



Figure 19. Dance

Note to facilitators

Using Folk media

Folk media is a process of disseminating information in the form of Informal method of conveying messages. In group dynamics, most of types of folk media: Role Play, Drama, Poem, Song, etc. are used. The purpose of using Folk Media as group dynamics are:

- To create a better understanding through interpretation of a difficult concept
- To have actual or similar experience of what they learned
- To create a lasting consciousness and impressions

- To entertain participants
- To enlighten audience

Folk media requires time to prepare but has its advantages:

- Triggers interest of audience quickly
- Cannot easily be forgotten
- Literacy is not required
- Enhances creativity
- Enjoyable

Facilitators and group members should consider following principles in preparation of FFS Folk media for group dynamics.

- Be simple and avoid sophistication
 - Be indigenous to put a clear message to the community
 - Involve many people's participation as possible
 - Use local materials and be self-reliant
 - Be within the program perspective or target
-

As the members get used to group dynamics, the level of creativity would be also advanced. In well-developed group dynamics we can clearly hear the messages of what they learnt through FFS; Some ladies in FFS converted the crop spacing to a local song which is understandable to any illiterate villagers, a drama composed by some FFS members shows how they concluded the problems, etc.

Talking a joke story and having fun, that is also important if the participation of the members and cohesiveness of the group will improve because of that. However, the members have to ask by themselves as "Where is the lesson" or "What is the messages".

7. Today's topic

7.1 Introduction

The "Today's topic" is a session allocated to provide FFS members with knowledge and technical input. It is also referred to as "Special Topic", because it introduces many different topics not necessarily related to FFS and may include health, social and cultural topics. Usually a "Today's topic" session lasts more than 30 minutes to one hour. In order to make it more participatory, facilitators are encouraged to use sub-group discussions (See Facilitation tool "Small and large group discussions" below) and other facilitation skills.

FFS encourages "learning by doing" and "discovery based learning" where new knowledge is acquired through observation and hands-on experience. However, there is a limitation of the knowledge members can acquire during FFS; subjects that are not related to the enterprises would not normally be discussed unless such subjects are presented to the members. Special topic sessions aim to reduce such gaps by introducing the basics of many different learning subjects.

7.2 How to determine Today's topics

There are four types of sources for the topics.

a. Related to Implementation of on-going Enterprises (Enterprise related topics)

The "Today's topic" is normally related to the enterprises that the group is conducting. As the member selected an enterprise for their learning, they already have a series of the topics they have to learn. For example, if the group selected vegetable as enterprise, they have to learn about:

- Varieties and their characteristics
- Selection of good seed and sowing method
- How to prepare seedbed (lecture and practice)
- Seedbed management
- Preparation of permeant bed (lecture and practice)
- Spacing of planting
- How to transplant (lecture and practice)

- How to manage the bed
- Common pest and disease on the vegetables and its control
- Timing and method of harvesting (lecture and practice), etc.

Those enterprise related topics are the most important topics and should be covered without lack since farmers are not able to be experts on the selected enterprises without learning such topics

b. Generated from the AESA presentations (Observation related topics)

Farmer may discover a problem situation during AESA and may request facilitator to discuss it further. For example, if the members found serious pest attack in the host farm, they may want to know which pest caused the damages and how can they control.

In such a case, Today's topic session (this week or next week may depend on the urgency and how facilitator prepared for that) can be converted to the discussion session for that particular issue. See the following facilitation tool "Small and large group discussions method".

c. Generated from the raising needs of the farmers (Non enterprise related topics)

A part from enterprise related topics covered, "Today's topic" can be about any subject in which the members are interested, such as the things affecting them in their day to day lives. This gives participants opportunity for the members to learn things which could be of help in their daily lives through FFS. Followings are some of examples of such non enterprise related topics:

- Outbreak of on poultry disease
- Family issues such as drinking habits of family member
- Treatment of Infectious diseases and its prevention

d. Identified topics through expectation session (Non enterprise related topics)

It is important for the members to have more exposures on many aspects other than related to enterprises and crops. Because livelihoods of farmers can be improved not only with crop production but also with other aspect; starting IGA, reducing expense, improving health, making business, understanding among family, saving money, etc.

To generate such kind of topics during off farming season, facilitators often conduct a learning expectation session with FFS members. The particular learning interests of the members are captured asking interested subjects one by one, prioritized in plenary discussions and compiled into a list of the subject to be covered. Followings are some of examples of such non enterprise related topics:

- Group Management
- Income generating activities (IGAs)
- Marketing of the products
- Funding and Business
- Health
- Home economics
- Literacy education

Facilitation Tool

Expectation session for Today's Topics

Expectation session is to identify non-enterprise related topics for Today's Topics

a. Introduction

The purpose of the learning expectation session is to:

Provide the group with an opportunity of determining the subject areas that the group feels are of high interest.

The session will be conducted as a Today's Topic.

b. Steps of Expectation Session

- Each sub-group brainstorms and writes down on paper the topics or subjects they want to learn and the reason why they have interests.

The topics should be in two following categories:

- 1) Learning topics regarding their enterprises, e.g. vegetables.

2) The topics which they have particular interest although they are not related to the enterprise.

- Each sub-group makes a presentation.
- All members discuss the relevance and add the topics or subjects if necessary.
- Facilitator shows what they must learn for the proposed enterprises.
- The facilitator and the group prioritize all topic/subjects by “Ten Stones” (See Step 8) and agree on the learning schedule.
- Make a list of topic/subjects decided by the group.

c. Questions for Expectation Analysis

Provide leading questions to group members. “What do you want to learn until end of the FFS?”

Lead Questions for Expectation Analysis

7.3 Important considerations on Today’s topic

a. The easiest way to start with Today’s topic

Consider planned activities for next week as Today’s topic of this week. For example, if the members have to transplant seedlings next week. Then, today’s lecture should be “Method of Transplanting” and conduct practical during next week session.

b. Do not go to the group without preparing

Weakness of your knowledge can be seen clearly and if it is continued, members would lose their interests in the session.

c. Do not skip Today’s topic time

Try to do something even when the material is not prepared. Ask the members: “What is the burning issue for you these days?” Then the member would answer about the issue they are very curious to know. So the facilitator can start the discussions with that topic. The today’s topic is

not necessary to be formal always. Important thing is to talk about any possible subject to create awareness and expand their knowledge.

d. Carry teaching material every time

Probably because of some inevitable incidence, the planned practice becomes not able to be carried out. In such a case, facilitators should give alternative lectures instead of leaving vacant or cancel the today's topic. If you carry several teaching material, this can be very easy. On the other hand, sometimes farmers can rise advanced questions to facilitator. It is helpful if facilitator carry reference material every time.

e. Expand to multi-sectorial themes

FFS sometimes requires collaboration among various government ministries for the delivery of "the topics of the day", which cover not only agriculture, livestock and agroforestry related issues, but also life skills such as prevention of HIV/AIDS, cooking, nutrition, and other requests according to demand from the FFS participants. The topics of the day, which deal with multi-sectorial issues, are a crucial element to keep the group interested and active. This arrangement requires FFS facilitators to actively search for help from other government agencies or NGOs which, as a result, makes FFS a multi-sectorial platform.

f. Give well-structured teaching

If every time facilitator assigns farm practice to the members without giving any explanations and instruction before, people start feeling as if they are working for you facilitator and not learning anything. It is important to give well-structured teaching to the member. Plan and conduct the session every week

Facilitation tool

Small and large group discussions

The most popular way in conducting "Today's topic" session is in most cases small and large group dissections as following procedure:

- Allocate tasks related to the main theme to sub-groups.
- Time for the work should be announced for time keeping.

- Each sub-group with their flip chart paper and pen going to discuss about the theme separately.
- After all sub-group completed the task, return to the learning site.
- Decide the order by lot and start presenting the result of discussions in plainly.
- After finishing each presentation, question and answer session to be conducted
- Finally, the facilitator comments on the session, and complements what the farmers have not mentioned in the presentations, and concludes the subject.

This can provoke thinking by farmers themselves (not just hearing), encourage participation and promote the discussions among members. At the same time, the session becomes easy manageable because facilitators are able to proceed the session while watching the level of farmers' knowledge; what he/she has to do is just to add on what members have already mentioned.

8. Review of the day's activities

- In every end of a FFS session, the activities carried out during the session to be summarized by host team. This reminds the members what they learnt today
- The person who presented review of the day during the last session should not repeat the same until all sub-group members finish to present. This duty should be rotated within the host team members. Review should be very brief as not to disrupt closing schedule.

9. Planning of next week session

It is the time to discussed and summarized what the members are going to do next week. Especially, today's topic to be agreed and confirmed for facilitator or guest lecturer to prepare it. If the practice related to the today's topic is expected, it also to be announced and confirmed with members. If necessary materials to be collected before next session, this also should be announced during this time. Any particular duties which some of members have to prepare before next session also should be reminded.

10. Announcements

Any particular information not only related to FFS to be addressed to the member will be announced during this time. The guest from outside used to be introduced at this occasion and not before, so as to not disrupt the normal FFS session flow.

11. Closing Roll Call

Roll call is also conducted at the end of a FFS session to check the attendance who came late and left between the sessions.

12. Closing Prayer

According to the religion and the custom of the area, the time for prayer is considered at the end of FFS.

13. Reporting

“Weekly Report” (See **Format Example 3. Weekly report**) should be completed every week after the FFS session by the members (not by facilitators).

Format Example 3. Weekly Report

FFS Group Weekly Report

Original/Copy
No 12

Name of the Group	AbdiiJireenya	Date	08/25/2015
-------------------	---------------	------	------------

Name of Facilitators	1. LamiiBadhaasa	<input checked="" type="checkbox"/> Present <input type="checkbox"/> Absent
	2.	<input type="checkbox"/> Present <input type="checkbox"/> Absent

Senior Facilitators	None
Other Visitors	None

Starting Time	9:00	Ending Time	12:00
---------------	------	-------------	-------

Participants	M:12	F:14	T:26
--------------	------	------	------

AESA: On which enterprises? AESA Number? What the members observed? How were the recommendations?
 AESA No. 03
 We conducted on vegetable and Fodder Enterprises;
 Vegetable: Onion with fertilizer and control, Fodder: Pegonpea, Elephant grass, Alfa and Lab-lab
 The group identified weeds and recommended to remove the weed.

In case of preparation period and no AESA has started, write the activities done by the members during the session.

Group Dynamics: What have presented? Was it active? Did the dynamics have good messages to learn?
 All FFS members dance the local dance namely yobolala.

<p>Today's Topic: Is that relevant to the activities? Have you acquired new knowledge? The facilitator provided today's topic on how to feed the animals and use fodder. Members also practice the silage making after the explanation by the facilitator.</p>	Satisfaction	A	B
		C	D
<p>Plan for next week: Which topic are we going to learn next week? What do we have to prepare for that? How to manage pest through AESA session.</p>			
<p>General Comments and Satisfaction: The members are satisfied by the session but some of the members did not practice actively.</p>	Satisfaction	A	B
		C	D

Group Account Balance for Birr. 1,400/=

Previous Balance	Spending for last week	Current Balance
1,400 Birr	200 Birr	1,200 Birr

Signature

Chairperson

Secretary

Treasurer

Step 10. Preparing FFS Annual Activity Calendar

After the selection of the all learning enterprises, try with members to compile activity calendar for FFS cycle for the one year. Although the coming wet season crops and its experiment are still not decided in details, the members are able to capture general schedule of each FFS activities.

Table 4. A sample of FFS Annual Activity Calendar

Stage	Month	Activities
FFS group preparation	Jan	FFS agreement and delivery of stationery
		Group organization
Dry season activity	Feb	Enterprise selection (Both Wet season and Dry season)
		Planning of experiment
		Learning proposal writing for dry season
		Host farm selection and host farm agreement for dry season
		Learning material distribution
		Host Farm establishment
	Mar	Weekly FFS sessions
	Apr	Weekly FFS sessions
	Jun-July	(* Exchange visit: if time and budget are allowed)
Result analysis		
Wet season activity	April	Enterprise confirmation and planning of experiment
		Host farm selection and host farm agreement for wet season
	May	Learning proposal for rain-fed crops
		Learning material distribution
	Jun-Jul	Host farm establishment
		Weekly FFS sessions

Stage	Month	Activities
	Aug	Weekly FFS sessions
	Sep	(*Exchange visit: if time and budget are allowed)
		Weekly FFS sessions
	Oct	Field day
	Nov	Harvesting
		Result analysis
		Ballot box exercises
Self-evaluation and graduation	Dec	Farm self-assessment
		Self-evaluation
		Way forward
		Graduation

Step 11. Planning enterprises and experiments for dry season

1. Introduction

According to the enterprise selection for dry season at Step 8, the members need to list up the necessary materials and calculate the cost. Refer to “Nursery Enterprise Guide” for detailed information on nursery production.

2. Preparing learning proposal

The purpose of the learning proposal is to plan for procurement and delivery of learning material. FFS program used to provide learning fund for FFS⁷. Using the fund, the FFS members are expected to procure necessary materials to establish their learning experiment, try new ideas and advance their agriculture. However, the group have to prepare learning proposals to show the details of the necessary materials and justify this expense within the government accounting system. It is also very useful for the member to aware about cost implication and calculate their invested farm input, which is basement of modern agriculture.

For some people, those FFS learning budget appears to be very little. However, what FFS is promoting are standard farming practices which any farmers are able to try after the FFS with their affordable resources, but not the elite models for wealthy farmers which need expensive investment. In this way of minimum input, participating farmers can replicate the same activities within their budget by using local material on their own farms. The learning fund should not be increased regardless.

2.1 Procedures

- Facilitate the member to list necessary materials to establish selected enterprise, seeds, fertilizer, chemicals, etc. in item, quantity, unit price and total price. The group should assess the total cost with the assistance of the facilitator.
- In case the group has several enterprises at once, this should be done in each enterprise.

⁷ Actual rate is 900 ETB for dry season activity and 700 ETB for wet season activity, total 1600 ETB annual.

- After listing all materials, determine responsibility either the group provides by themselves or they use learning fund for that. The proposal must specify items in quantity, types and cost.
- Remind the members that not necessary to ask all material to the FFS program but they can also contribute in providing locally available material to lower the enterprise total cost.
- Saving of funds would also benefit the members because they could try more experiments within the limits of the allocated budget.
- Also, if the fund is not enough for the attempting enterprise, the members even can contribute their money for the experiment.
- Upon concluding the discussions on the experiment, ideas generated by FFS members will be translated into a "Learning Proposal" (See **Format example 4 FFS Learning Proposal for Dry Season**).
- Learning Proposal with the material listed should be submitted to the facilitator and their supervisor for approval. The FFS programs should coordinate with the facilitator if any items to be procured require vehicle transportation. A copy of the proposal needs to be retained by the group for verification when the learning materials are delivered. In case a proposal is found to be inappropriate or not clear, it should be sent back to the group for adjustment and re-submission.
- Once proposals are submitted to the district level, farming inputs will be procured and delivered to the members. Some input, especially seeds need to be delivered in right timing depending on geographical and climate conditions of the areas.
- Upon delivery, it is necessary to prepare the delivery note and get signature from members so that it will easily manage and record which extra input needs to be deliver. (See **Format example 5. Delivery note for learning material**).
- After receiving the learning materials, FFS members together with the treasure confirm the received materials, quantity and price, and keep the financial records.

Format Example 2. FFS Learning Proposal for Dry Season

FFS Learning Proposal for Dry Season

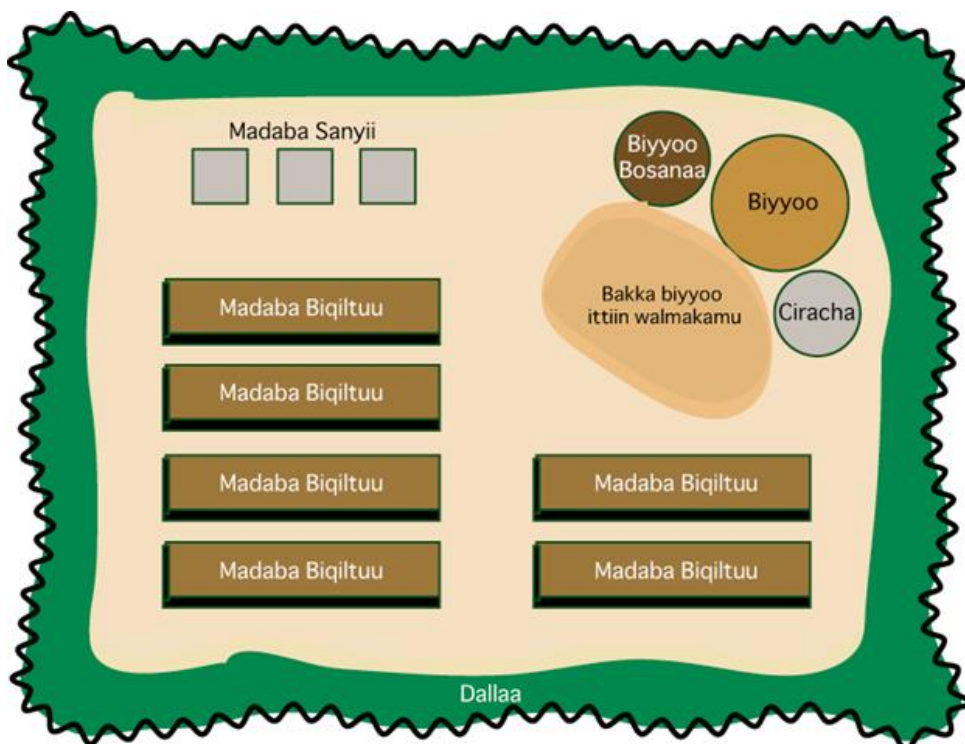
Name of FFS: BiftuuBarii

Village: Kolbe Koticha

Type of enterprise: Tree Nursery Enterprises

1. Experiment Design:

1. Experiment Design:



1) Type of comparative experiment (with Fertilizer, with compost, Compost with Fertilizer and control)

- Sowing on Raised Bed
- Sowing on level bed
- Sowing on sunken bed

2) Type of crop /Tree (Tef, Wheat, Onion, Animal fodder, mango etc.)

- Fruit Seeds: Mango, Avocado, Papaya
- Greveliya, Meliya, Eucalyptus, Cordia africana

- 3) Measuring parameters for AESA,
- Fruit Seeds: Mango, Avocado, Papaya Height, Length, Number of leaf Number of surviving seedlings

4) Observation points

Seed level	Germination level	Seedling level
✓ Type of the soil	✓ No of germinated seedlings	✓ No of germinated seedlings
✓ Quality of seed	✓ No of not germinated	✓ No of not germinated
✓ Pest and diseases and their coverage	✓ Pest and disease and their coverage	✓ Pest and disease
✓ Soil moisture	✓ Coverage of weeds	✓ Coverage of weeds
✓ Quality of seed	✓ Soil moisture	✓ Mulching
✓ Seed type Seed condition	✓ Watering frequency	✓ Height
✓ Mulching effect	✓ Mulching	✓ Width
✓ The thickness of covered soil	✓ Height, Width, No of leaf (False leaf)	✓ No of leaf
✓ Coverage of weeds	✓ Germinated seedling density	✓ Shade effect

2. Cost

Seed/ and other input	Quantity	Unit Price/ETB	Total Cost/ETB	Responsibility
Mango	3kg	25/kg	75	Group/Project
Avocado	2	23/seed	46	Group/Project

Seed/ and other input	Quantity	Unit Price/ETB	Total Cost/ETB	Responsibility
Papaya	50g	1000/kg	50	Group/Project
Grevilya	50g	500/kg	25	Group/Project
Poly Tube	5kg	20/kg	100	Group/Project
Manure	20 kg	5/kg	100	Group/Project
Glass for shading	10kg	1/kg	10	Group/Project
Total Cost for Enterprise			406Birr	
Cost Covered by Group			110Birr	
Cost to be Covered by the Project			296Birr	

3 Group Account Balance

Previous Balance	Total amount for this proposal	Balance
900Birr	296Birr	604Birri

4 Expected output

Type of seed	No of seedling plant to produced	Remark
Mango	100	Depend on the quality of the seed
Avocado	60	
Papaya	300	
Greviliya	200	Never Experienced in this area

Name of Chairperson and Signature

Date 27/01/2017

Comment from (DA):

Signature of the facilitator GirmaChala Date 27/01/2017

Remark: Proposal has to be submitted on planed date and submitted to the office (30/01/2017).

Step 12-A. Selecting host farms for dry season (nursery site)

1. Introduction

Host farm is a piece of farmland provided to FFS by the one of FFS group members for learning propose. Host farm is for implementing learning enterprises and it is where experiment or comparative studies are taking in place. FFS group must find who provide voluntarily one or several host farms for FFS learning. Members who provide host farm are called as Host farmer.

2. Important consideration in host farm selection

Followings are some of issues to consider in host farm selection:

2.1 What kind of farm to be selected

The ordinary farms of common farmers which are similar to the majority of the surrounding farmers' farmland, are the most appropriate lands for Host Farm. Because in that case, surrounding community can consider and accept what happened in the Host Farm is what really will happen to their farm. The research field, government farm, model farmers land or demonstration plot made with extension staff, all looks something different to their farm in terms of the environment, land characteristics, amount of input provided, intensity of the labour, or level of capacity building such model farmer received. However, if that has happened in a farm of his/her neighbour friend, it looks very familiar to them and they can be easily convinced that is possible to apply it to their farm.

2.2 Democratic way of the host farm selection

The process of selecting a host farms should be participatory and all members' opinions to be considered. Select the host farmer in a democratic way. This is essential to avoid unnecessary group conflicts in the future. Never make an arbitrary choice by facilitator, group officials, village leaders, etc. Since the host farm is where the most input is coming in, it is better to prevent jealous of other members. Some FFS has even decided to have several host farms so that the farm input to not be concentrated to a particular member.

To follow those principles may even help groups to establish equal partnerships among members as well as to reinforce their FFS organisation, which ultimately will diminish any attempt at dominance by the group leaders or host farmer.

2.3 Suitable to the selected enterprises

Is the site suitable for the particular enterprises and experiment? Important thing during the host farm site selection is how much the land would be appropriate to the selected crops. All possible candidate sites to be considered. However, the host farm site should not be determined according to the convenience of the host farmer nor his/her supporters, but with clearly discussed criterion for the learning of identified enterprises.

2.4 Land history

Before deciding the host farm, the FFS members have to know about the land condition of the candidate site. Some questions such as “Which kind of crops has been cultivated?”, “How was the production?”, “Dose the land get any floods during the rain?” or “Have you experienced animal grazing problem in dry season?” can be asked to the candidate host farmers so that the members to be informed with the land history.

Host famers tend to offer marginal land for host farm, intending to secure his own production. However, such land might not be apt to some enterprises and cause failures of the production which leads the discouragement of members. If the river next to the nursery washed all seedlings after a rain, FFS members have nothing to do later. Asking land history will help FFS groups to avoid such risks and hazards which may destroy their enterprises and affect the learning process.

2.5 Location and accessibility

Ideally, host farm should be located in convenient distance to all members. FFS members can identify farmers who have the land within the easy reach of the majority of the group members. This helps the group to maintain their activities easily during the long FFS period. Facilitator should advice the members, if they proposed unrealistic site as the host farm, questioning whether they can continue visiting every week during whole crop cycle.

Host farm should be also permitted the entrance to all members during FFS period. If the land owner has problem for the members to access during the session or in case they need to conduct some assigned duties

off FFS sessions, then it cannot be selected as a host farm. This access also should be guaranteed with "Host farm agreement" signed between the group and host farmer (See format example 9. Host farm agreement).

2.6 Water availability in dry season

In case the FFS programme continues whole year and the target area is dry, FFS members will experience both dry and wet season. FFS programme targeted to natural resource development particularly enforce tree nursery as essential enterprise during off farm or dry season. Due to this, the FFS members have to contemplate how they can fetch the water for seedlings during dry season. The nursery activities cannot be started unless the water is accessible in the surroundings or the members will abandon the seedlings if the water sources are unrealistically far to carry the water with one or two jerry cans every day. Therefore, it is important the group to identify reliable water sources in dry season and arrange with the management body before starting.

2.7 Security of the place

Imagine what will happen after the host farm destroyed by animals. Also some crops or attracted materials like fruits tree seedlings can be stolen. The members might be discouraged and will not return to the FFS. Security of the host farm is very crucial. Fencing is an essential facility.

2.8 Constant presence of host farmer

Host farmer should be present all the time. FFS sessions are only once a week however the facilitator may have to arrange some activities for the session some days before or FFS members assigned to do same work after the sessions. If the host farmer has other business in the town and usually not stay in the farm, it become difficult to coordinate such programme.

2.9 Ownership by FFS members

Host farm should be provided by a FFS member in principle. In case the farmers land is very limited and nobody wish to provide host farm, the members may think about the use of rented land or use of public land as host farms. However, the ownership to the host farm and FFS neither will not develop a lot in such cases, since the land is owned by someone else but not a FFS member who is learning together. Security of the farm also become poor in rented lands in general because the owner may not have interest in what are in the host farm.

Use of the rented land is not recommended particularly if the perennial crops are involved. The members may not take care of the crops which

harvest is not guaranteed during FFS period. In many cases, members just abandon the trees or perennial crops even during the FFS period and most likely the owner just destroy after the FFS since he/she has never developed interest in planted trees as FFS members.

2.10 Prevent double assignment

The FFS facilitator should prevent FFS officials not be host farmers. If the group leaders become host farmer, they can dominate on decision making particularly in benefit sharing of the products from host farm. Such host farmer can even create some secret agreement among group leaders which lead the disadvantageous decision to other members. In such cases other members may be discouraged and decide to leave the group, and in most cases this lead FFS become discontinued.

2.11 Gender and land tenure

Sometimes women members also would like to provide the land for the host farm. However, there are cases where a woman may not be in a position to decide on providing land to the group and require decision of her husband. In such a case, the group have to wait for the decision for a week until she consult him. In some cases, host farm agreement might be made between the husband and the members because he is able to refuse the access to the host farm later even the agreement has been signed by his wife. If those condition seems to affect the session running, facilitator should advice the members to select another host farmer.

2.12 Benefit sharing

Before determining host farm, FFS group have to discuss how to share the product: produces, seeds, seedlings, perennial crops, etc. from the host farm.

If the host farmer and other members can agree to share evenly those products there might be no problems. If host farmer requires more share in the product; quarter or half, etc. there might be a problem and other members may discourage after putting a lot of effort to the host farm. This can be serious problem until many members will drop out by this reason. Therefore, we must determine well how they will share with the products from the plots, and put an agreement.

Providing farmland, if it is productive, is something valuable. However, FFS members are also going to invest their labours for the host farm for learning and production. Facilitators have to stress this point and reach to

a consensus where all members are able to agree on.⁸

Those benefit sharing conditions should be put into the host farm agreement (See below) or should be recorded in minutes book and signed with all members so that every member to respect the condition. If it is necessary, they can also ask village authority to witness.

2.13 Host farm agreement

It is recommended to all FFS groups to have an agreement in writing and signed between the host farmer and members of FFS. It is also better to have witness of village chairperson, administrator or other authorities. Unfortunately, it has been reported many times that the host farmer has suddenly changed his/her mind and refused the FFS members to access to the host farm, particularly after all crops are established. Having written agreement, it may have possibility to resolved legally but not without. Witness of village authority also helps the case to be mediated.

3. Procedures of selection

3.1 Introduce what is host farm to the group

Brief the characteristics (location, size, soil condition, etc.) of host farm to the members. The size of the host farm might be well understood through planning process of experiment; however, it is important to remind it again. Some important issue to be considered in selection, and the procedure of selection also have to be explained. This can be done during a Topics of the Day session one week before.

3.2 Selection of a few candidate sites

- First, asks volunteers among members who can provide his/her farmland for the FFS learning purpose for free (or with some perverse on the benefit sharing).
- If they are many, select only two to three candidates by voting.

Do not agreed easily to select non-member's site. Ask the members to discuss the issue and encourage again the members to provide.

3.3 Site visits

Carry out site visits to compare possible candidate sites for the host farm and examine the feasibility. Even if there is only one member who

⁸ In many cases, the host farmers' share will be from the equal to other members to not exceeding than half of total produce.

proposed host farm, the site visit have to be conducted and the characteristic to be assessed whether it is suitable or not. Do not rush the selection of the host farm. Facilitators should provide a week for the group to find some good candidates for the selected enterprises and the learning purpose. Below is a summary of common procedures.

- Ask host farmer candidate to direct to the candidate site for host farm.
- Visit the sites with all FFS members.
- Check the soil and land characteristics and assess whether the land is suitable for the crops selected.
- Land size also to be measured roughly according to the agreed size of experiments.
- Confirm with all members whether the site satisfy the above mentioned characteristics suitable to host farm.
- Visit all candidate sites and repeat the above.

3.4 Concluding host farm selection

- Finally, conduct voting on host farm selection from two or three host farm candidates visited.
- Agree on selected Host Farm with all members.

3.5 Signing on the host farm agreement

Once suitable host farm site is selected, host farm agreement has to be prepared and signed between the selected host farmer and other FFS members. This agreement has to be done before preparation and establishment of the host farm itself (See **Format Example 6. Host Farm Agreement**).

Read aloud the "Host Farm Agreement" and FFS members have to agree with host farmer(S) on several issues which are clearly stated in the document such as:

- Whether members are permitted free access to the farm during the learning period
- Whether other community members are accepted to visit the farm to see the result of learning and experiment, e.g. Field Days.
- How to share the farm produces from host farm and other resources developed during the FFS.
- How to share the materials e.g. seeds, cuttings from host farm during

and after FFS.

- To whom the perennial crop like trees will belong⁹

If those conditions are not clear, the members had better cancel the signing of the agreement. Otherwise FFS learning will become problems. It is also important to consult to local authorities or community leaders if members have problems to solve. They may provide advices and become the witnesses on the Host Farm agreement.

⁹ Usually, trees planted within the host farm belong to the land owner after the graduation of FFS, simply because the transplanting of already developed tree to another site is not realistic.

Format Example 6. Host Farm Agreement

Host Farm Agreement
Sustainable Natural Resource Management project
through FFS
Agreement between the Farmer Field School Members
and
The Host Farmer

This agreement is jointly entered between the host farmer and the Farmer Field School group:

Mr/Mrs/Miss (Host farmer): -----

Name of the FFS: -----

According to this agreement,

The host farmer is defined as the farmer who has provided the site(s) for the implementation of the Farmer Field School after consultation among the group members and the FFS Facilitator in

Village: _____ District: _____

This agreement has the following conditions,

- 1.1 The host farmer shall allow group members free access to the Farmer Field School site for the agreed period of one year.
- 1.2 Trees established in the Host Farm shall become the property of the host farmer after the graduation. The host farmer and the members shall agree on how to collect and share seeds and scions from the trees/fruit trees planted in the host farm.
- 1.3 Other crops harvested during the season shall be decided by the group members.
- 1.4 All inputs provided by the project shall be used for running the Farmer Field School activities.
- 1.5 Seedlings produced in the group nursery are property of the group.

Signed,

Host Farmer		On Behalf of the Group	
Name	Sign	Name of Chair person	Sign
		Name of Secretary	Sign
Date		Date	

Witnessed by:

◆ Name of Village Chairperson: _____

Signature: _____ Date: _____

Village: _____ District: _____

◆ Name of Facilitator: _____

Signature: _____ Date: _____

Step 12-B. Allocating host farms within FTC for dry season

1. Introduction

Host farm is a piece of farmland for learning provided to FFS members usually by a FFS member (See above Step 12-A). However, if the FFS is going to be conducted in Farmer Training Centre (FTC), FTC become the host to the FFS which is called as “FTC hosted FFS”. The facilitator who assigned to start a FFS within FTC should follow different procedures and guidelines from normal FFS as shown below.

2. Important consideration in host farm within FTC

2.1 Coordination of FTC hosted FFS with FTC farm planning

As already mentioned in Step 3, FFS implementation plan should be shared with village officials and FTC committee because of the FTC is communal institution. It is also recommended that the host farm plan to be shared with them to prevent unnecessary conflict. In case that most of the land in FTC has already allocated to other demonstration, it is not possible to conduct FFS in FTC. Therefore, implementation of FFS should previously discussed with district, FTC committee and DA/officers in charge, and coordinated the use of FTC farm for FFS.

If the learning enterprises are annual crop FFS host farm will return again to a farm after FFS. However, if the enterprise involves perennial crops like fodders or trees which will remain even after the FFS, use of the land for FFS host farm should be well coordinated within total land use plan of FTC so that the host farm to be utilized as demonstrations in the future.

2.2 Size of host farm in FTC

Size of host farm in FTC depends on the size of land allocated to FTC. FFS, because of the principle that all practice to be applies to all the community members easily used to not require a lot of land. However, size of the land should be coordinate with FTC management and can be restricted by the FTC programme.

2.3 Ownership by FFS members

As mentioned in 2.7 of the section 8-A, host farm in public land has its own disadvantages in the ownership of members. The facilitators and district have to understand this weakness in FTC hosted FFS and encourage the members. Providing clear and transparent product sharing system from host farm or use of the propagation materials host farm even after the FFS may help the members to feel the host farm more familiar.

However, public institutions like FTC have own advantages for long term crops like woodlots if the agreement has established properly as shown below (4. Host farm woodlot).

2.4 Benefit sharing

In case of FTC hosted FFS, the district has to establish a standard for the sharing of the products from FTC host farm and agree with on instead of FFS group to discuss with them how to share the product: produces, seeds, seedlings, perennial crops, etc. from host farm. In accordance with the current FTC Host Farm Agreement (See below) shows:

- Fruit orchard enterprise: 100% of the first product,
- Woodlot enterprise: 100% of the products from coppicing tree species during 5 (Five) years,
- Other annual crops, fodders and vegetables enterprises: 75% of harvest during the FFS period,

Harvested product will be shared to the members as for their returns of input and for their further demonstration to the community.

2.5 Secured place

Since FTC is village institution located at the centre of a village, the security of host farm in FTC used to be better than normal FFS in general. However, livestock damages are still frequently reported from FTC hosted FFS because some FTC areas are not totally fenced and most of FTC have its own livestock development programme. Understanding the fact, security consideration is still crucial in FTC hosted FFS and fencing of all host farm site and individual trees are essential. The disappointment and discouragement of members after such damages seems even worth than normal FFS since FTC is a public concerning.

2.6 Water availability in dry season

In case the FFS programme continues whole year and the target area is dry, FFS members will experience both dry and wet season. FFS programme targeted to natural resource development particularly enforce tree nursery as essential enterprise during off farm or dry season. The FTC site might have certain source of water for seedling production in

the compound or nearby. However, the use of the water is the subject to be coordinated with FTC. If such resources are not available; the nursery activities cannot be started or the members will abandon the seedlings. Therefore, it is required the group to identify reliable water sources in dry season as well and arrange with the management body accordingly.

3. Procedures of site identification in FTC host farm

3.1 Introduce what is host farm to the group

As explained for host farm in regular FFS, FTC hosted FFS members also have to understand what is their host farm in FTC, roles and responsibility by the members, facilitators, DA in charge of FTC, FTC committee and district office. Then the members have to start thinking how they start establishing their selected enterprises with experiments.

3.2 Discussions on appropriate characteristics for the selected enterprises

Generate a discussion among the members what is the required characteristic for each enterprise so that the members understand and become confident for the site selection for selected crops.

3.3 Site visit and land allocation to the selected enterprises

Walk around the site allocated for the host farm in FTC and select the best site for each particular enterprise according to the criteria they discussed.

3.4 Signing on FTC host farm agreement

It is recommended to all FTC hosted FFS groups also to have an agreement in writing and signed between the FTC committee, the district ANRO and the members of FFS. The facilitator should read aloud the agreement and the members can discuss about the contents. The document will be shared also with FTC committee and agreed so as the district to sign at last. It is also better to have witness of village officials or other authorities.

Although the agreement has a standard content, this process will help all FFS members and stakeholders concern to understand the conditions during the FFS and host farm activities are going on and prevent any misunderstandings. The secretary of FFS should keep an original copy so that in case of any unexpected conflict, this can help to resolve it legally. (See **Format Example 7. FTC Host Farm Agreement**).

Format Example 7. FTC Host Farm Agreement

FTC Host Farm Agreement

Between Farmer Field School (FFS) and Farmer Training Centre (FTC)

This agreement is jointly entered between the Farmer Training Centre (FTC)/ARDO and the Farmer Field School group:

Name of FTC:

Name of the FFS:

According to this agreement,

The FTC host farm is defined as the farm provided by FTC/ARDO for the implementation of the Farmer Field School after consultation among the group members and the FFS Facilitator in

Name of FTC: _____

Sub village: _____

Village: _____

District: _____

This agreement has the following conditions,

The FTC/ARDO shall allow group members free access to the Farmer Field School site for the agreed period of one year.

The FTC shall be allowing _____ area of farm land as FTC Host farm for FFS groups for the agreed period of one year and four months of FFS activity.

The products from coppicing tree species in wood lot enterprise shall be shared 100% for FFS members during 5 (Five) years after FFS activity.

The first product by Fruit orchard enterprise shall be shared 100% for FFS members.

Other annual crops, fodders and vegetables harvested during the FFS period shall be shared 75 %for the group members and 25% for the FTC.

All inputs provided by the project shall be used for running the Farmer Field School activities.

Seedlings produced from FFS nursery in the FTC shall be shared 75% for the group member and 25% for the FTC.

Signed,

FTC/ARDO		On Behalf of the Group	
Head of Agriculture:	Sign	Name of Chair person	Sign
FTC Committee Chairperson	Sign	Name of Secretary	Sign
Date		Date	

Witnessed by:

Name of Village Chairperson: _____

Signature: _____ Date: _____

Village: _____ District: _____

Name of Facilitator: _____

Signature: _____ Date: _____

4. FTC hosted woodlot enterprises and demonstrations

As already mentioned in “2.3 Ownership by FFS members” FFS members are able to establish perennial contract with FTC. Since the government is promoting natural resource development for income generation to the farmers and environmental conservation to the area. It is very good chance for extension agents to demonstrate the benefit and importance of such enterprises within FTC.

4.1 Objectives of woodlot enterprise in FTC host farm

The implementation of the woodlot enterprise in FTC host farm aims to demonstrate importance and benefit of woodlot production to the communities through production, harvesting and benefitting practice and to show good example of how Natural Resource sector overcome current problems on degraded land through tree planting. Having clear understanding the above objectives, all FTC hosted FFS groups shall develop woodlot enterprise experiment during their FFS period.

However, the size of woodlot in FTC for a FFS group should not exceed to 200m² so as not to disturb other agriculture practices. The plot size allocated for FFS activity should be determined in the FTC committee and specify in the agreement. Following figure shows an example of FTC hosted woodlot experiment designs:

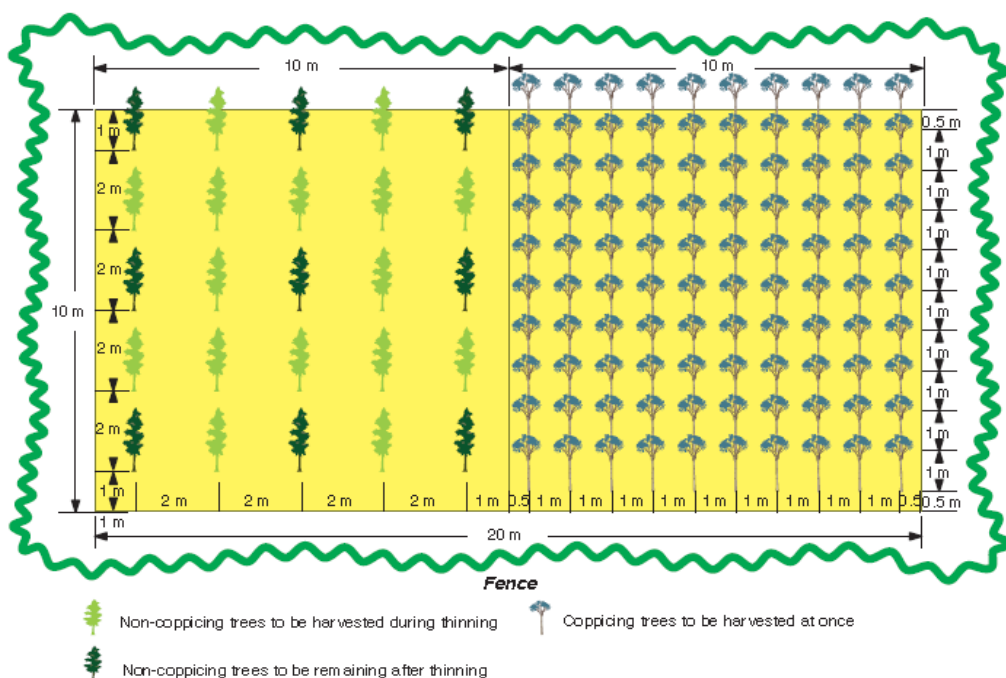


Figure 17. Example of woodlot design for FTC host farm

4.2 Agreement on woodlot enterprise implementation in FTC host farm by FFS groups

Trees and fodders are perennial crops and require long term management. Without proper land use agreement for such crops the product will never harvested properly by the farmers. It is, therefore, recommended to all FTC hosted FFS groups to have an agreement in writing and signed among the FTC/ARDO, the FTC committee chairperson and the Farmer Field School group. It is also better to have witness of village chief or other authorities as well as the facilitator (See **Format Example 8. FTC Host Farm Agreement for woodlot**).

Format Example 4. FTC Host Farm Agreement for woodlot

Agreement on Woodlot Enterprise Implementation in FTC host farm by FFS groups

1. Objectives of woodlot production in FTC-FFS
 - To learn establishment and management of woodlot production, and further disseminate the community about the know-how of woodlot production.
 - To demonstrate importance and benefit of woodlot production to the communities through production, harvesting and benefitting practice.
 - To show good example of how Natural Resource Management sector in Lift valley area overcome current problems on degraded land through tree planting.
2. Preconditions
 - The plot size of FTC farm in which the FFS groups are going to implement wood lot enterprises should be more than 1 ha.
 - The size of woodlot in FTC for a FFS group should not exceed to 200m² so as not to disturb other agriculture practices.
3. Establishment and maintenance of woodlots
 - Any two species can be selected for the experiment of FFS woodlot. However, trees of native species are no recommended since it will be confused as natural stands and cannot be harvested later.
 - Establishment of woodlot experiment in the FTC host farm will be done during the FFS sessions under control of FFS facilitators.
 - FFS members have to monitor the trees planted in the host farm at least once a month even after FFS graduation until harvest and have to conduct necessary operations e.g. weeding, pruning, lopping. Branches can be used totally by FFS members. FTC has to allow the FFS members to work for that.
 - In case of any problems observed in the FTC host farm, the FFS group shall report to the FTC committee as well as to the District.
4. Harvesting/Benefit Sharing
 - FFS members have right to harvest the trees planted in the FTC host farm, once in each plot of experiment within 3 to 5 years after FFS graduation.
 - The harvesting date after 3 years from graduation is to be proposed by the FFS groups and agreed with the district Natural Recourse Expert in charge. This is also to be informed to FTC.
 - The trees, which will coppices, can be harvested 100% of trees planted since their stamps will remain to the FTC and continue producing wood.
 - The trees, which will not coppice, can be harvested 65% of trees (in number) planted. Which trees to be harvested, should be advised by NR experts according to the principles of thinning practices.
 - All harvested tree products are to be shared as 25 % to FTC and 75% to the FFS members (and equally shared among the members).

- The district is recommended to hold a field day at the time of the harvest to share the experience to the nearby communities.

Signed,

FTC/ARDO		On Behalf of the Group	
Head of Agriculture:	Sign	Name of Chair person	Sign
FTC Committee Chairperson	Sign	Name of Secretary	Sign
Date		Date	

Witnessed by:

Name of Village Chairperson: _____

Signature: _____ Date: _____

Village: _____ District: _____

Name of Facilitator: _____

Signature: _____ Date: _____

Step 13. Preparing learning site

1. Learning site selection

Discuss with members on the condition suitable to the learning site for FFS sessions. The conditions might be as followings:

- ❖ Close to the host farm where AESA is being carried out every week. Locate the learning site in the same place as the host farm site for ease of carrying out learning activities.
 - ❖ Easy to access and within the reach to all members.
 - ❖ Acceptable to all the farmers and there is no restriction.
 - ❖ Democratically selected.
 - ❖ Spacious and have enough data processing place.
 - ❖ Protected and have adequate security.
 - ❖ Comfortable and provide with facilities in case of harsh weather conditions
- Ask members to propose the site with such conditions.
 - Visit the sites before next session and confirm with all members whether the site has suitable characteristics for learning site.
 - Agree on the learning site with them.

2. Learning Site Preparation

It is not necessary to establish the learning site at once since there are many tasks at the beginning of FFS. Learning site preparation used to be done concurrently with host farm establishment (see Nursery Enterprise Guide for dry season, and see Step 19 for wet season). Before host farm establishment, just accommodate the convenient site to gather with FFS members so that facilitator can explain to the members what they are going to do next. FFS stationery has to be delivered before and used effectively in this occasion.

- Prepare the learning site by clearing the bushes and uprooting of some stumps and levelling the ground. Following figure is an example of the learning site layout.
- It is recommended to arrange the bench or sitting materials in U

shape so that everybody is able to see the presentation at the center. This layout is also suitable to perform group dynamics. However the layout may depend on the convenience to the location

- Sitting place of Host team should be demarcated separately and so that everybody can recognize their assignment.

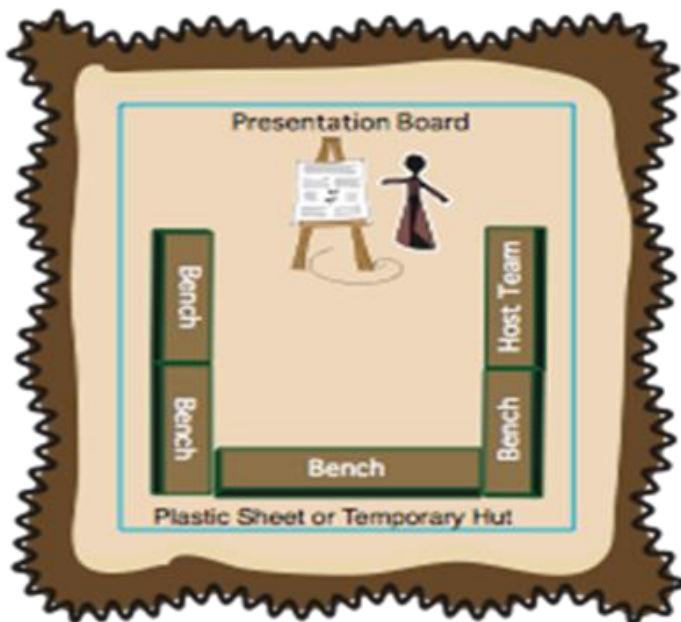


Figure 18. An exemplary layout of FFS learning site

3. Necessary items in the learning site

Prepare or find locally following items to run FFS sessions comfortably.

Large Boards

One or two large board to set flip chart papers

Timetable (made by members with card board, carton, flip chart paper, etc.)

Hang a timetable on a place where everybody can see.

Clock (provided with FFS Kit)

Hang a clock on a place where everybody can see for time keeping

Sitting facilities

Advise the group to prepare comfortable seating facility: chairs, benches, seats, stones, carpet, mat or any materials which is applicable to the

area. Farmers often think that implementing agencies should bring modern material but FFS encourage self-help and use of local resources.

Establish suitable seating under a tree.

Provision of shade

Because of several hours session in the field, shade is indispensable in FFS learning site. That is the reason why most FFS groups meet under a tree. In some place without convenient trees, groups are advised to construct temporary shed in order to avoid direct sunlight.

Availability of shelters

It is also convenient to have a shelter in case of stormy weather. Advise the groups to construct some beams for temporary shade and a large plastic sheet serving as roof to protect members against rain and direct rays.



Figure 19. Substitution of large board and stand (Tree trunk and house wall)



Figure20. An example of seating arrangement



Figure21. Seats fabricated with soil



Figure22. Seats arranged by stone



Figure23. Seats made in wood



Figure24. Temporary roofing structure



Figure25. Temporary roofing structure

Step 14. Conducting AESA session

1. AESA (Agro-ecosystem analysis)

AESA is a regular comprehensive on-farm monitoring & evaluation practice employed in FFS, and through AESA simple systematic farm assessment is conducted. On the other hand, AESA involves most of essential empowerment practices for farmers: systematic observation, discovery learning, critical analysis, confidence building through presentation and discussions, collective decision making, etc. AESA is core engine of FFS vehicle.

This chapter describes basic concept and procedures for AESA which apply both dry season and wet season activities. However, AESA parameters, required information is different depending on the enterprise. For Nursery enterprise, please refer to “Nursery Enterprise Guide” for detailed information.

AESA involves:

- Regular (weekly) visit to the farm.
- Close observation on crops and other factors.
- Simple and systematic data collection for growth assessment and analysis of experiments
- Analysis of field observation results and compilation of report in a chart
- Presentation of reports and plenary discussions
- Critical assessment and collective decision making

In AESA all members observe the situation of the crop, measure and record the development of the plants, analyze and clarify the existing problems, discuss countermeasures, and agree on how to taking actions.

The people who confuse FFS as on farm demonstration often consider that the farmers just establishing the farm and prove the growth is enough and sometimes even disregard conducting AESA. Even farmers themselves would like to skip this somehow tedious practice. However, the regular monitoring and evaluation on farm is backbone of modern farming and it is necessary for farmers to internalize this practice into themselves. Therefore, facilitator have to make the members to conduct AESA regularly within the FFS framework.

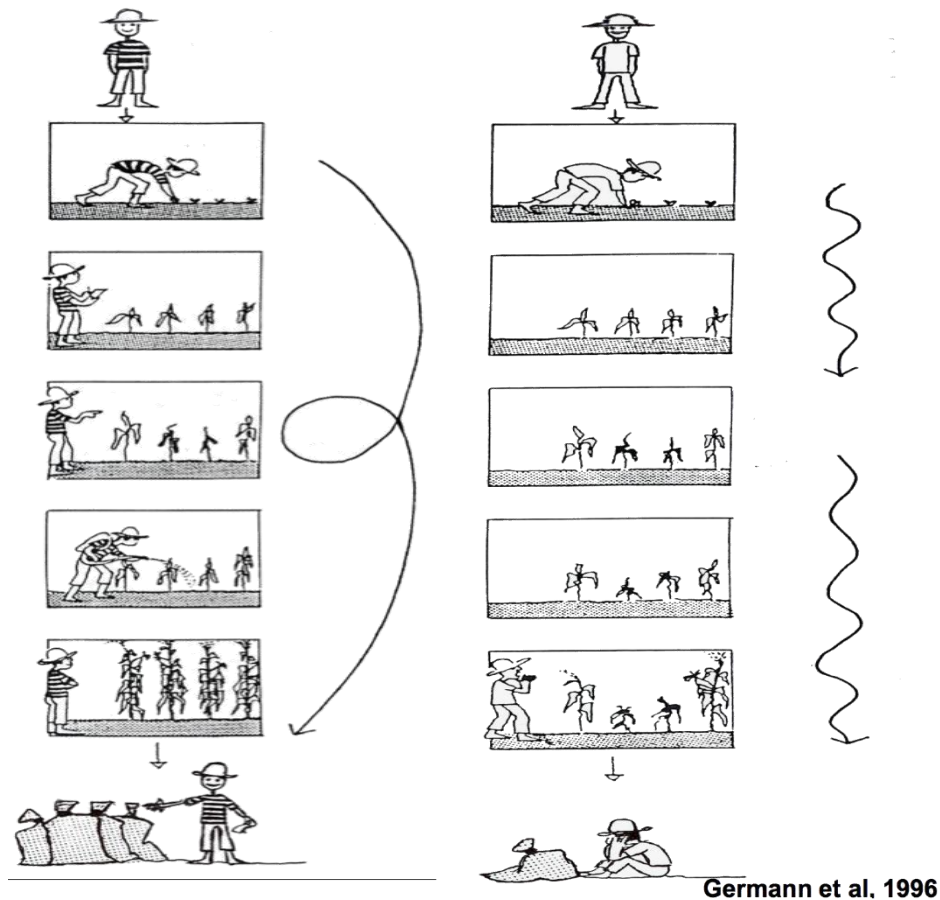


Figure 26. Difference of the result with regular monitoring and without

The FFS implementers and practitioner have to know very well that the main objective of FFS is to produce "Farmer Experts" but not just to transfer particular technology nor to demonstrate favorable practices. AESA is the core engine of FFS and without AESA FFS goes nowhere.

AESA is conformed of three steps:

- 1) AESA taking
- 2) AESA processing
- 3) AESA presentation

1.1 AESA Taking

Before starting AESA, it is recommended to assign each plot to a sub-group. The sub-group should be responsible in the plot for a while or until end. If the sub-groups require to know about other plots, e.g. comparing different types of crops, assigned plot can be rotated after some period. However, it is not recommended to change the plot every week which may confuse the farmers.

1. Observation

First, each sub-group goes to their assigned plot in host farm and enter slowly to the crops to observe what happening on the crops. Found insects are to be collected for the later AESA analysis. In this regard, going to enter the host farm, e.g. for weeding or harvesting before starting AESA is not recommended since this just chase away existing pest insects. General condition of the crops and possible deceases are to be observed and collect the samples if any.

2. Sampling

After general observation, sample plants to be observed in detail and measured. Sample plants should be determined before starting AESA, and marked with some sticks so any members are able to identify them. The members keep measuring the same individuals until end of AESA.

There are several ways of sampling and convenient way to the environment to be employed:

- Selective selection from good, medium and low performance populations
- Random selection by throwing stones to the back
- Pre-determined counting of plants
- Selection by pre-determined steps in the farm

The numbers of sample to be measured may depend on the ability of the group. However, three to five plants might be enough if the samples have been systematically selected. The measurement in AESA is to know certain tendency between the plots of experiment for farmers' judgement but not to lead statistical significance. If the selected plants have distorted choose similar individuals according to the situation. Never change the sample plants in every session.

3. Measurement

After the observation of sample plants, take the measurement of the sample plants by each assigned sub-group according to the parameters. The measuring parameter should be agreed with the group in previously discussions among the group.

Example of measuring parameters are:

- Height of plants
- Number of branches developed

- Number of leaves developed
- Length of leaves
- Width of leaves
- Circumference of stems
- Number of flowers developed
- Number of fruits/corns developed

A part from the growth measurement, following data should be collected as well,

- Pests and friendly insects, and their populations
- Weeds and their coverage
- Disease and their seriousness
- Soil conditions
- Weather
- Overall plant health in the particular stage

The duties of each sub-group member during the AESA taking should be assigned, e.g. one take measurement, other count the leaves, the other take note, etc. However the roles should be rotated every week so that all members can experience all duties. If only one member in sub-group can write and take note, he/she shall continue the same.

At the beginning, members take time to complete AESA data taking, however, it will become fast after they get used to do it. After finishing all process of AESA taking, indicate them to return quickly to the learning site and start AESA data processing.

Objective of measuring plants in AESA is to collect data to assess growth of the plants and to compare between the treatments.

At the same time, measuring practice brings farmers closer to the crops than usual and make them even able to touch the plants. This also contributes to farmers with more detailed observation than quick look from a distance. Measuring is somehow tedious for farmers but worth practicing.

1.2 AESA Processing

During the AESA processing time, collected field observation findings, measured data to be organized into a report on a large paper called

AESA chart as shown below. All AESA Processing work is carried out in sub-groups.

After AESA taking, each sub-group sits together and compiles AESA chart putting field data and findings in organized manner. They also discuss about the actual situation of crops whether any problems existing, any countermeasures are necessary, etc. All those opinions and the results of the discussions to be incorporated into AESA chart and finally to be shared in AESA presentation.

At the beginning of FFS, members take time to compile AESA charts, however, it becomes faster after they get used to do it.

Note to Facilitator

AESA chart

AESA chart is the output of the AESA processing and usually has EIGHT components as shown in following table.

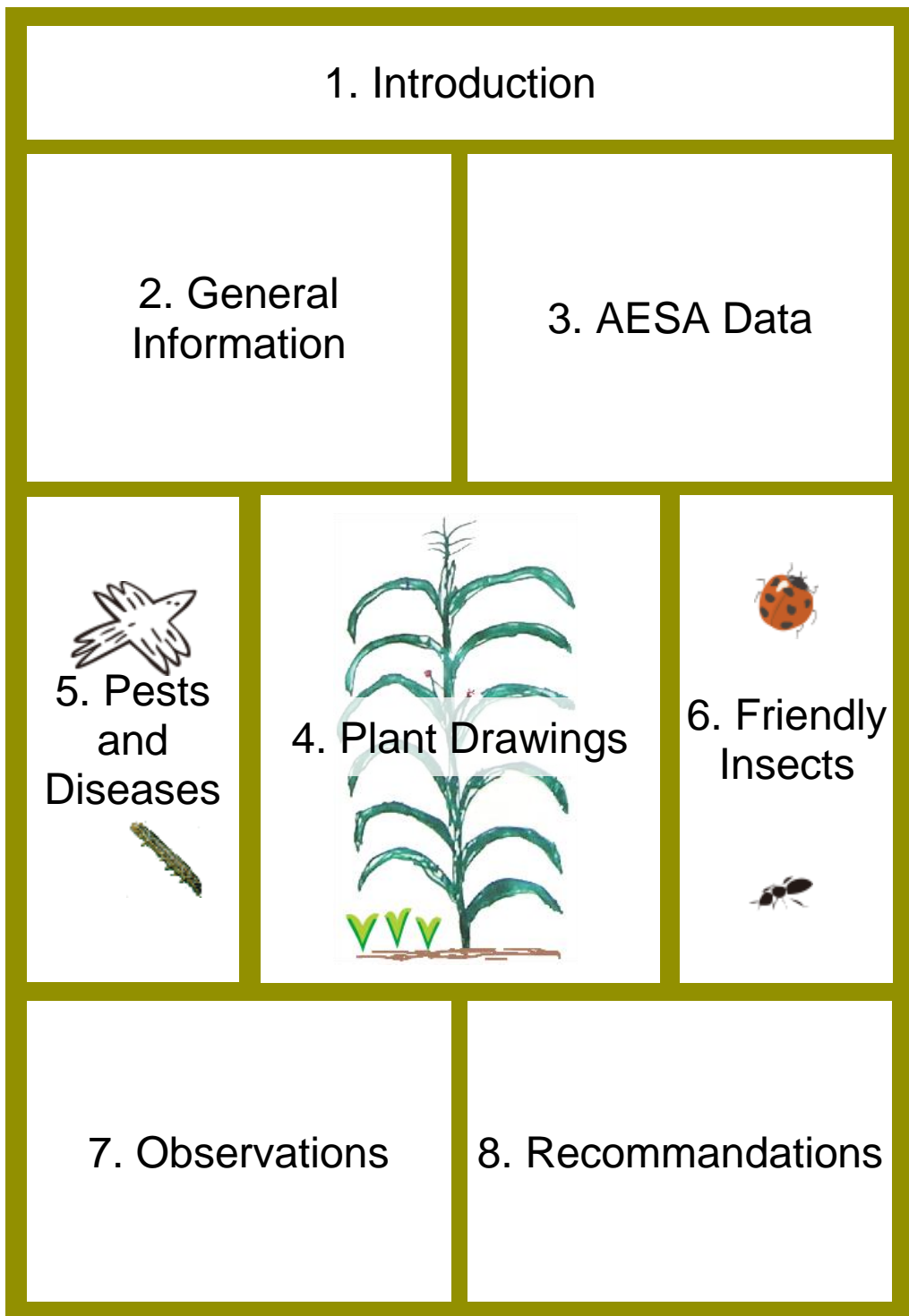


Figure 27. Structure of AESA Chart

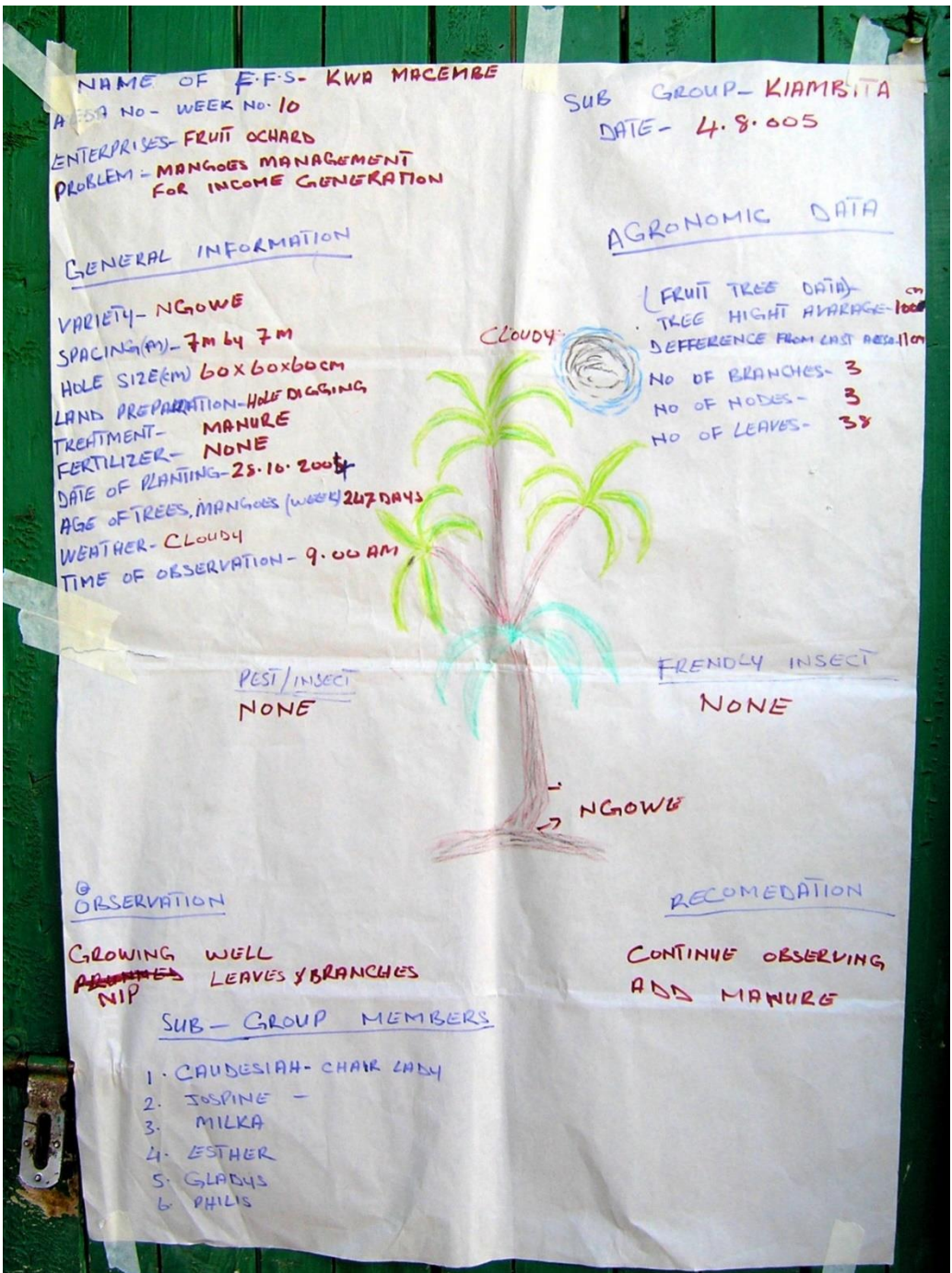


Figure 28. AESA Chart (Fruits Tree)

Name of SFS **Burqa** Sub Group Name **Necho**
 Week No. **9** Date. **05/11/2004**
 Enterprise **Row Sowing Method**

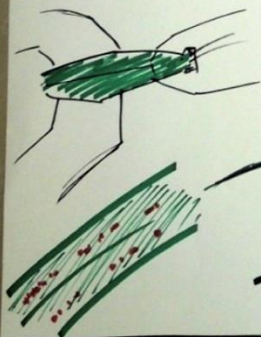
General Information

Variety **Quncho**
 Sowing Date **10/10/2004**
 Land Area **10^m x 10^m**
 Weather **Sunny**
 Time **10:30 - 11:00 AM**

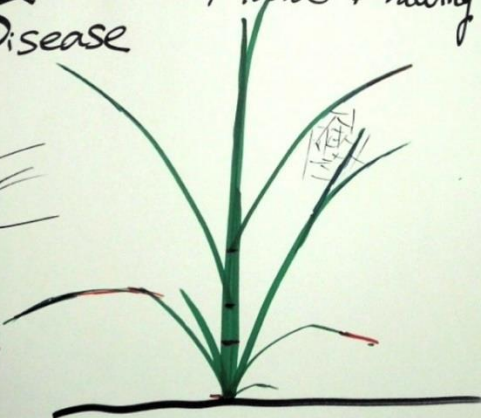
AESA Data

		P ₁	P ₂	P ₃	Avg.
Plant Height	This Week	30.0	36.0	33.0	33.0
	Last Week	25.8	30.0	34.2	30.0
Tiller Number	This Week	2	3	2	2.3
	Last Week	1	1	1	1

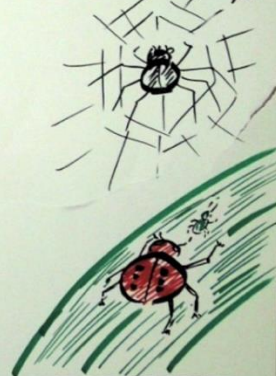
Insect & Pest, Disease



Plant Drawing



Natural Enemies



Observation

Leaf color turned to light green.
 Leaf rust was appeared on some plants.

Recommendation

⇒ Make a plan of Top-Dressing (Urea)
 ⇒ Consult to Wareda Expert if it's not recovered (cured) well.

Figure 29. AESA Chart (Cereal Crop)

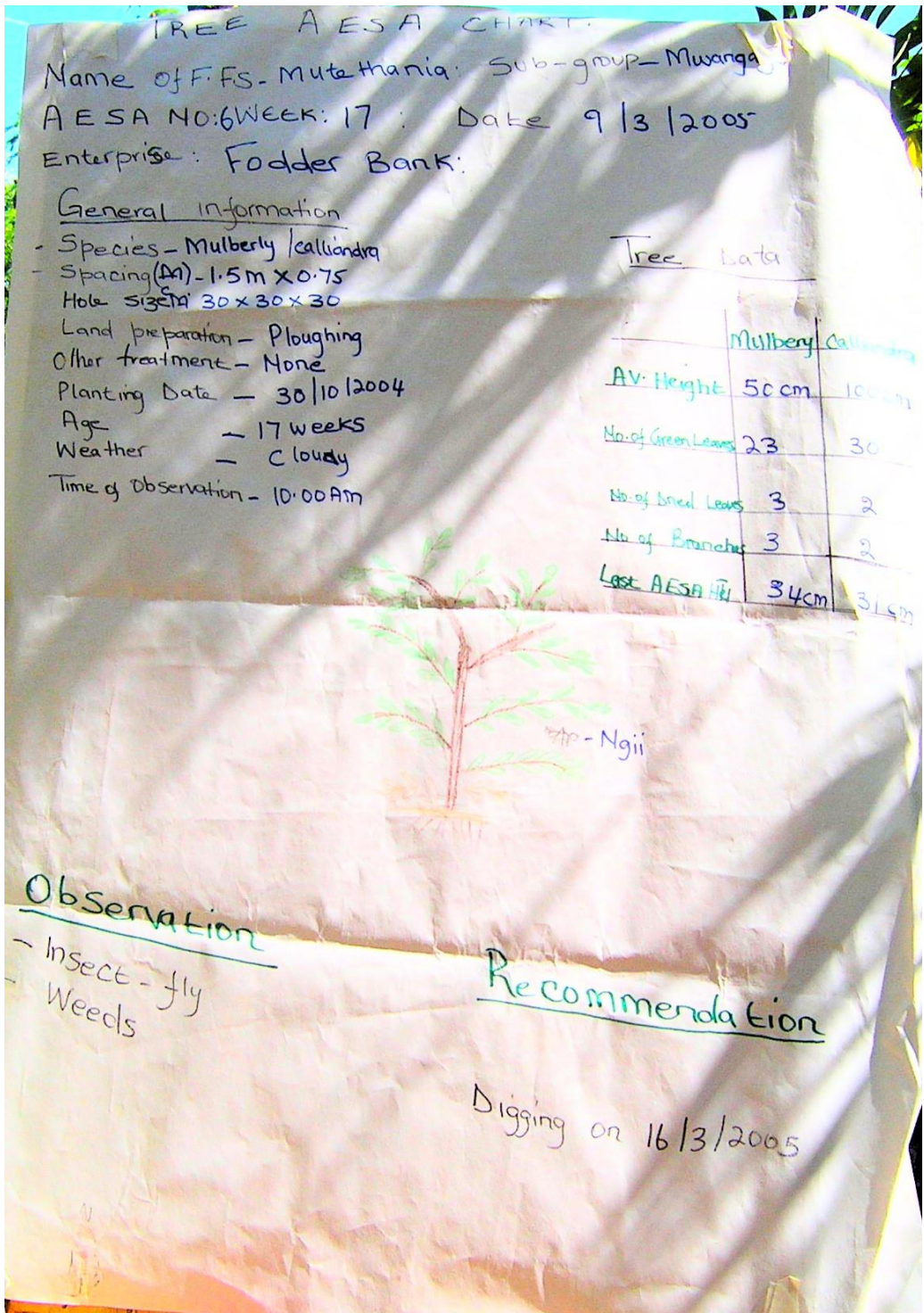


Figure 30. AESA Chart (Fodder)

Name of FFS: _____

Name of Sub-group: _____

Date of AESA: _____

Crop: _____

Number of AESA: _____

Varieties: _____

Hight of plants: / cm

Number of weeks:
after sowing

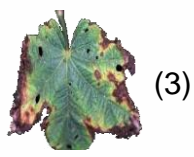
Length of leaves: / cm

Numbet of fruits: /

Harvest: kg/ kg



Pests/Diseases:



Friendly Insects/
Animals:



Observation:

Recommandations:

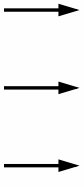


Figure 31. AESA Chart (Horticulture crops in Wet Season)

1. Introduction

Name of FFS, Sub-group name, AESA number, Week number

2. General Information

Species/Varieties, Methods of establishment, Treatment, date of sowing/planting, Weather, time of observation, etc.

3. AESA Data

Measuring parameters: Height, Circumference, width of leaves, length of leaves, number of branches, etc. as agreed with members

4. Plant Drawings

The most important part is the drawing of plant, which located at the center of the chart and represent whole condition of the plant.

This also helps illiterate member to participate and capture the farm condition. Crayons, not felt pen which has few colors, are used to paint and express real colors of the plant, which represent actual condition of the plants.

Following figures show how farmers use crayons for AESA chart. In this figure, one can understand even the stage of Mango trees by showing newly sprout leaves with light green color without any literal descriptions.



Figure 32. Plants drawing with felt pen only

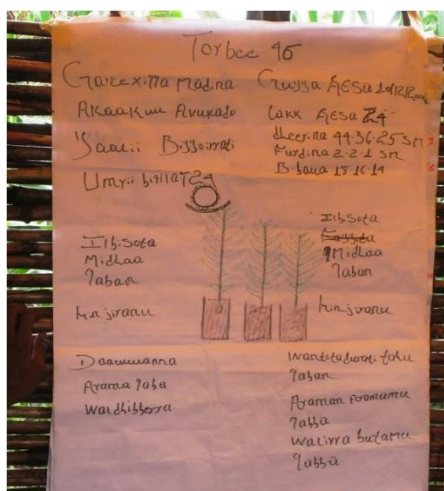


Figure 33. Plants drawing with crayons only

5. Pests

Summarize all pests observed at the left.

6. Friendly Insects

Summarize all friendly insects at the right.

7. Observations

Summarize the results of field observation

8. Recommendations

Discuss and summarize one by one against each item in the observations. That is to say that each recommendation should be reflected from an observation. In other word, a recommendation should have an observation where came from.

Time for preparation to be controlled by time keeper. At the beginning members spend long time in preparation and some group may not complete within the time. However, after the members get used to write, they become able to finalize on time. If still time is problem because of their literacy level, try to revise AESA chart with less information.

1.3 AESA Presentation

Once all sub-groups have prepared AESA charts, each sub-group present the result of AESA in plenary.

1. Presentation

Presentation of AESA chart to be done according to the structure; one to eight respectively. Particularly for part 7 and 8, presenter should refer an observation (part 7) followed by a recommendation (part 8) accordingly as below.

- ❖ Observation 1 => Recommendation 1
- ❖ Observation 2 => Recommendation 2

2. Comments and discussions

After each sub-group presentation, complimentary comments are given by same sub-group members, questions and comments are asked to other members for discussions. The facilitator also makes some comments if it is necessary

3. Vote of thanks

When all comments have exhausted or the time is over after each presentation, the presenter to be thanked by crapping. As a kind of group dynamics, host team has to choose a relevant crap for each presenter.

4. Assignment of next presenters

AESA presentation is one of very important empowerment processes especially for women members who may not have such chance to talk in front of people. For all members to get such opportunity for confidence building, AESA presentation assignment should be rotated every week. After each sub-group finished their AESA presentation, facilitate sub-group to assign different pair of male and female members for next week presentation. Without this assignment, FFS groups tend to repeat AESA presentation with same active members and other members never get chance to talk in front of the members. In case both selected members are illiterates, assign another literate member or facilitator him/herself to assist them.

Repeat the same process from 1 to 4 until all sub-group present their AESA chart.

5. Conclusive remarks by facilitator

After all AESA charts have been presented, make general comments. For example, facilitator can:

- Summarize the results of presentation.
- Mention some critical problems observed in the farms but not presented by members.
- Mention if some remarkable differences have been observed between a plot and plot¹⁰.
- Coordinate further discussions in order to plan for action, if some important issues have risen through AESA session.

2. Important Considerations in AESA (Agro-ecosystem analysis)

1. At the beginning stage of the enterprise

It is possible that the seeds sown in host farm are not germinated yet at the beginning stage. In that case, AESA is not conducted. However, members do not need change the timetable every week. The group

¹⁰ In most cases, each presentation represent each plot of deferent treatment.

plans and agrees one week before with facilitator on what they have to do meantime (e.g. preparation of learning site, preparation of another enterprise) and conduct within the AESA time.

2. Take AESA early in the morning

Most of the pest insects are nocturnal and can be seen only in the morning. Everybody knows that farmers are busy in the morning but in this regards, it is important to plan to start FFS early in the morning.

3. Process and present the same day

AESA is not only data collection but also situation analysis and decision making practice. The problem found in a day of FFS session would bring a fatal result after a week. AESA must be processed within the same day.

4. Rotate presenter (not always same person)

Rotate presenter of AESA among sub-group. Do not leave same person to present continuously. Do not forget that AESA presentation is also confidence building exercise for farmers.

5. Enhance participation of illiterate members

It is used to be seen that illiterate members are just sitting separately from literate members as if they have nothing to do with AESA especially in AESA processing and presentation time. However, they also make observation together and they may have recommendation to the farm. Facilitate them to integrate into discussion. Tell them to contribute to drawings. Ask them to share the opinion. They can even present AESA in some part relying on their memory. Do not disregard them at all.

Please always mind about "Full-Participation" by all members of FFS and do not leave some members behind so that all members acquire same knowledge and skills, and graduate with same level

6. Practice AESA constantly

AESA has many advantage to farmers and following reasons to practice it.

- AESA improves farmers' abilities by: Enhancing observation skills
- Developing record keeping skills in simple and systematic manner
- Reinforcing presentation skills and promote experience sharing among them

- Generating discussions and encourage collective decision making skills

Respect AESA and practice constantly.

7. Keep AESA charts as record for further analysis

After presentation, AESA chart to be stored well in the box since it can be used for further data analysis or to develop summerly report for field day or graduation ceremony.

Step 15. Organizing Field day

1. What Is Field day?

Field Day is an occasion when farmers & a facilitator show/explain other people in the community what group members have learned through FFS sessions and field activities through inviting surrounding community members to their FFS host farm.

2. Objective of Field day

1. To Provide the FFS members with an opportunity to display and share their experiences, e.g. the experimentation results and learning activities, including group dynamics
2. To Motivate neighboring non-member farmers to improve their farm practices through demonstrating the result of FFS activities in their host farm
3. To enhance self-confidence of group members by giving them to chance to show their good efforts to others
4. To create awareness among the community, the government and other organizations in the area creating support and new demand for FFS
5. To give an opportunity to get comment and suggestion from others.

3. When is it best time to hold Field Day?

When the members have

- Learning result

If there is no significant result, Field Day cannot be successful. The members have to assess result of the experiments to show to the community before organizing Field Day.

- Products in their host farm which is related to their enterprises

If there is no crop to show, Field Day cannot give impacts to the participants. Group members need to select time when there are crop/vegetables/trees in their host farm.

4. Whose concern is Field Day?

- It is the FFS members' day. Key aspect is that farmers themselves facilitate during the Field day.
- The members invite other farmers from the same or neighboring villages
- They may also invite their local (Government) officials and executives, NGOs, with the end view of orientating them on the FFS program

5. Field day proposal writing

Many members may have a difficult time to understand the importance of Field Day. It is crucial to explain well about the purpose of a Field Day, e.g. exposure to neighbors and improvement of presentation skills of the members.

Before starting to write a proposal for Field day, the members need to assess what to show at the host farm. After identified what to show, they need to think about how to present them as the visitors can understand well. (See **Format Examples 9. Field day proposal**).

Format Example 5. Field day proposal

Field Day Proposal Date: 12/05/2009

Name of FFS: Urgoo Sub-Village: Dotii

Village: Diree Dotii District: Liben chukala

1. What observed between the plots through your experiments?

Line sowed, Easley manageable, Fast growing, less nutrition competency
The production looks good and better than the broad casting.

2. Which treatment looks better for you and why do you think so?

Line sowing , Easy to manage the farm and high production, require
small amount of seed

3. What can your neighbor learn from your Host Farm and experiment? What is new to the community? What were important findings?

Easy to manage, saving the amount of the seed.

Signatures:

FFS Chairperson: Abomsa Galtu , Secretary: Dafissorecha

FFS Facilitator's Recommendations:

Line sowing is much more productive than the broad casting. It require
the labor but the production is high. If the other farmers also follow the
same this will improve their income and their livelihood

Signature of Facilitator: Ketama Mekuriya

6. Member needs special help from the facilitators

Preparation of the field days is not easy task to the members who are not used to. Although they should prepare with their ownership, please consider to help them especially logistic issues.

7. Typical FFS Field Day Program

- | | |
|---------------------------------------|------------------------------|
| 1) Arrival of Visitors & Registration | 6) Folk Media/Group Dynamics |
| 2) Host Farm Visit & Demonstration | 7) Speeches |
| 3) Assemble/Prayer | 8) Vote of thanks |
| 4) Introduction | 9) Prayer |
| 5) Presentation of Learning Result | 10) Refreshment/Lunch |
| | 11) Departure |

8. Attendance /Turn-up (Good or Poor)

1. Poor attendance due to improper announcement
2. Interference of unpredicted activities including funeral and rains
3. Invite Village administrator
4. The turn-up would be poor if it is not involving the administrators

9. Field Day Preparation Procedure

1. Field Day Program

One FFS day will be converted to a field day

2. List of Guest & invitees

Discuss and list the guests and who can be invited

3. Allocation of duty to members

Allocate and assign duty in preparation to Field Day.

4. Poster making for the presentation

Prepare the posters (Farm lay out, results to date) for display in the Field Day



Figure 34. Example of Field day posters and displays

5. Announcement of Field Day (Homework)

Preparation of invitation letters for guests

Invite the Village Administrator and neighbors

6. Site Preparation.

Allocation of duties and prepare the venue

7. Rehearsals.

It is better to do rehearsals before presenting on the particular day.

10. Field Day implementation Procedure

1. Receiving and Registering Guest & Visitors

Number of visitors should be recorded for the Field Day Report

2. Host Farm Visit & Demonstration

3. Assemble/Prayer

4. Self Introduction

5. Presentation of Learning Result

6. Folk Media/Group Dynamics

7. Speeches

8. Vote of thanks

9. Prayer

10. Refreshment/Lunch

11. Departure

11. Procedures for Reporting

1. Field Day Experience sharing

Reflect Field Day experience and discuss what was good and what was bad for experience sharing and improvement for future.

2. Compilation of the Field Day report

Prepare Field Day Report (See **Format Examples 10. Field Day Report**) through experience sharing

Format Example 6. Field Day Report

Field Day Report

Date: 12/09/2016

Name of FFS: Bontuu Village: Barta Same District: Bora

Subject	Observation	Evaluation	Point %	Recommendation
General Arrangement	Facilitator and members well organized the field day	Good	60	The participation of the district officials and experts during the field day is crucial.
		Fair		
		Poor		
Demonstration of Host Farm Activities	The visitors who live surrounding the village appreciated the host farm for observing the progress.	Good	95	The visitors forward the message for the FFS members that all techniques should be applied by the members.
		Fair		
		Poor		
Visitors Impressions / Responses	They plan to adapt in their farms after attending the field day.	Good	80	The FFS members supported the neighboring farmers who wish to apply the techniques from FFS to their farms.
		Fair		
		Poor		
Guest (Who, Speech Summary)	Village chairperson tried to address on how the FFS members practice the techniques to be applied by visitors.	Good	70	Other remaining farmers have to visit the FFS plot and learn from the plot.
		Fair		
		Poor		
Attendance	The field day well organized and arranged by the members.	Good	100	The field day arrangement with village chairperson made the enough numbers of
		Fair		

	Participants also were guided well.	Poor		participation of visitors and encouraged the FFS members
	Members	24	Person	
	Visitors	200	Person	
	Total	224	Person	

What did you teach them?	<ul style="list-style-type: none"> - How to produce the vegetable using the rainy water during wet season and the application of inputs. - The advantage of proper application of fertilizer and the result. - How to produce the fodder and use the small plot.
Other Comments	<ul style="list-style-type: none"> - In addition that the visitors visited the host farm, they got understanding about how to empower the farmers through FFS session, because the members shared the experiences and the techniques learnt thorough the FFS confidentially.

Exchange Visit

Only if there are other FFS groups nearby and accessible, and if budget and time is allowed, in addition both facilitators may agree, the Exchange Visit can be conducted.

1. What is Exchange Visit?

- Exchange visit is an experience sharing sometimes used during FFS
- During exchange visits one FFS to be visited by another FFS.
- In case some FFS have certain problems and other FFS are managing such problems well, the exchange visit would be useful for such groups to get some ideas for improvement.
- Both visiting and visited groups can share and exchange their ideas, tested technologies, challenges and unique innovations.
- Exchange Visits are also useful for farmers to compare their level of empowerment and facilitators performance with another group

2. Objective of Exchange Visits

- To know the activities and performance of other FFS groups and facilitators.
- To exchange the ideas, techniques and methodologies between members and facilitators.
- Exchange visits are useful for farmers to compare their performance with other groups.

3. Steps in preparing Exchange Visit

1. Identification of the group to be visited. Check resources/ budget allocation/ contribution from the groups
2. Planning/ Proposal writing for the visit (see **Format Example 11. Exchange Visit Proposal**)
3. Share preliminary exchange visits arrangement between the District coordinator and facilitators: Arrange groups to be visited and date.

4. Preparation of Exchange Visit by Host Group.
5. There is no special program for the exchange visit. Usually, the group receiving visitors follows the normal FFS timetable and the time of "Today's Topic" is used for discussion and exchange of views.
6. Logistic and allowances can be arranged with the FFS Program.

Format Example 7. Exchange Visit Proposal

FFS Exchange visit Proposal

FFS group Name: Urgoo

Name of Visiting FFS ; Abdi Guddina

Village ; Gachi Daimo

Sub-village Daimo

Number of members ; Male 12 Female 14 Total 26

FFS to be visited ; Biftu

Village ; DololoJila

Sub-village ; Harorecha

Date of visit ; 12/04/2009

Time of visit ; 3:00

Name of FFS chair person ; TeshomeSorecha

Signature ; &&&&&&&&

Name of FFS secretary ; ChalaGemechu

Signature ; &&&&&&

Name of Facilitator ; KafyalehuTadese

Signature &&&&&&

4. Cancellation of the Exchange Visits

Due to unpredictable events, sometime planned exchanged visits would be cancelled; e.g. weather, funeral or request by the administrators.

5. Important consideration in conducting Exchange Visit

- Arrangement of the Host Groups (Groups to be visited) is very important. A careful selection of the host groups is necessary in order to have a successful exchange visit.
- The mode of visits or how the groups visiting others are different according to the program and local environment
- The best time to conduct exchange visit is just before the field day or graduation when they can observe the result of experiment on the host farm
- Weather condition is a critical limiting factor which determines when exchange visits are conducted.
- Facilitators make sure that all members to arrive the host group on time. Remember that AESA session is used to be conducted early in the morning and if the visitors delay, they would miss essential part of the session.
- Follow the FFS session as planned by the Host FFS group so as not to interrupt the program and also to observe their regular performance. Visitors can use the tors delay; they would miss essential part of the session.to their FFS host farm.
- Introductions, Q & A or Experience sharing session need to be conducted either during the Today's topic session or announcement time.
- Free discussion and exchanging ideas and comments on any knowledge or innovation may help other group members.
- There is need to hold a wrap up discussion after the visit probably the same day or in the following FFS session

6. After Exchange visit

6.1 Sharing the Experiences

Conduct wrap up discussions on Exchange Visit and evaluate visited group and your group using Exchange Visit Report format. After finishing

the evaluation, forward the report to the ANRO in monthly meeting

6.2 Exchange Visit Report

Compile Exchange Visit Report (See **Format Example 12. Exchange Visit Report**) and forward to the ANRO during the monthly meeting.

Format Example 8. Exchange Visit Report

Exchange Visit Report No. of person 46.

Your Group Name	Laiistu	Division	JaraGoro	District	L/ Chukala	Date
Visited Group	BiftuBarii	Division	Adele Miech	District	L/ Chukala	15/08/2016

Subject	Observation	Evaluate The Group Visited	Point %	Evaluate Your Group in comparison	Point %	Give reason Why you evaluate like that
AESAs in General	All sub-groups conducted AESAs in vegetable enterprise of four plots.	Good	70	Good	90	General observation before entering the host farm and start detail observation
		Fair		Fair		
		Poor		Poor		
FFS Session in General	Some members dominated the session. Except this point it was good.	Good	85	Good	100	Try to control the active member domination.
		Fair		Fair		
		Poor		Poor		
Enterprise in General	Three wet season enterprises techniques are applied.	Good	90	Good	90	The enterprise selected based on the interests of FFS members to address their problem in their own farms.
		Fair		Fair		
		Poor		Poor		
PTD in General	There was clear PTD existed in the host farm.	Good	90	Good	90	All members easily understood each PTD comparison.
		Fair		Fair		
		Poor		Poor		

Performance of Host Team	One person was acting as a host team.	Good	70	Good	100	All sub-group members should be achieve their mandate as host team during the session
		Fair		Fair		
		Poor		Poor		
Performance of Facilitator	Facilitator well organized the FFS session.	Good	95	Good	100	Facilitator well prepared before coming the session and tried to facilitate FFS properly.
		Fair		Fair		
		Poor		Poor		

What did you learn from them? (If any)	<ul style="list-style-type: none"> - How to properly follow the FFS time table, FFS norms. - The way that all FFS members use the talk ball give an impression to our members. - Active participation
What did you teach them? (If any)	<ul style="list-style-type: none"> - How to take AESA before AESA taking - How to observe the host farm
Other Comment	<ul style="list-style-type: none"> - The attendance of male members are better than the female. The facilitator should be encourage the participation of the female member every week.

Step 16. Conducting result analysis for Nursery Enterprises

1. Introduction

- At the end of an enterprise, Result Analysis shall be conducted to assess and evaluate the result of experiment.
- The objective of the experiment in FFS is to conclude which option is suitable to their farm. Without appropriate result analysis, farmers will not understand the result of experiment and they may take wrong option to their farm.
- For this session you must review all materials developed by the farmers with regard to the target enterprise such as findings, collected data, discussion results or recommendations acquired through AESA sessions. Apart from existing data, all knowledge of members needs to be also incorporated into the analysis.
- In case the enterprises, like tree nursery, are not very well commercialized, we can just summarize the production and PTD result for technical improvement.
- It also enhances participants' capacity to analyze the result of experiment critically and systematically.
- The material prepared through Result Analysis can be presented or displayed during FFS events such like graduation ceremony.

2. Output of the session

Nursery Production Summary Sheet

Nursery Experiment Summary Sheet

3. Important Considerations

- Nursery Result analysis should be conducted after concluding each experiment.
- The production or number of the seedlings should be summarized before sale or dispatch.
- The income should be also recorded if the seedlings are sold.
- Nursery Result Analysis should be conducted as "Today's Topics"

4. Procedures

4.1 Summarize the production

- Ask host team to put flip chart papers on the presentation board and to prepare the Nursery Production Summary Sheet.
- Assign each sub-groups to count some particular species and take note the number.
- After finish counting all seedlings come to plenary and host team complete the matrix asking the species and number of seedlings to each sub-group.

Table 5. A sample of Nursery Production Summary

Nursery Production Summary (Name of FFS Group)	
Species	Number of seedlings
Mango (Root Stock)	100
Mango (Grafted) (Kent)	20
Eucalyptus saligna	500
Cordia africana	100
Melia volkensii	50

4.2 Summarize the result of experiments

- Host team asks each sub-group to summarize their assigned experiment in a matrix in a flip chart papers as below.
- Each sub-group presents the result of each experiment.
- Conduct discussion session as same as AESA sessions
- Facilitator summarizes the result of each experiment.

Table 6. A sample of Nursery Experiment Summary

Nursery Experiment Summary		
Types of experiment	Treatment	Result
Seed treatment	Compared Soaked and Non-soaked.	Soaked seed had 55% and non -soaked was 22%
Soil media in poly-tube	Compared with manure and without manure.	With manure burned the roots and seedling become yellow. Non manure is slow growing.

5. Reporting

Copy the Nursery Production Summary Sheet and Nursery Experiment Summary Sheet prepared with the FFS group or take the picture of them, and foreword to your supervisor.

Step17. Planning enterprises and experiments for Wet season

1. Introduction

FFS learning on farm is going with one or several crops, which used to be called as learning enterprises, aiming farmers to master them and improve their production system.

At the same time, the leanings on the enterprises are to be conducted with certain on-farm comparative experiments. That is because the FFS aims to bring the changes or new ideas in order to improve production, level of input and income, as well as to learn the way how to assess such experiment by themselves.

2. Review of Wet season enterprise planning

- ✓ What is the expected cost of this enterprise?
- ✓ What kind of local materials are available for this enterprise?
- ✓ When do you expect to have the first crop from this enterprise?
- ✓ What kind of pests and diseases do you have locally?
- ✓ How many members have related the enterprises and what kind of problems have you encountered in your previous activity?
- ✓ What kind of limitations do you face in carrying out this enterprise?
- ✓ Why have you not started such enterprises?

3. Planning comparative experiments

To bring any changes for improvement to their farm, farmers have to try and introduce new ideas or technology. Employing comparative experiment, FFS helps farmers to introduce the new techniques in systematic as farmers can objectively evaluate the result and introduce to their farms in very convinced way.

However, usually farmers cannot try new experiment concurrently with their regular production system because of limited land and human resources. On the other hand, new experiment requires certain amount of investment for additional materials which may have some risks of failures. FFS approaches resolved this situation by introducing host farmer

system and providing leaning materials for experiment. After the experiment in FFS, farmers can judge whether the practice to be introduced into their farm or not, without any investment nor taking any risks.

3.1 Procedures

a) Determining the type of experiment in the host farm

Once particular crop or specific enterprise has selected, you must determine what kind of experiments are to be tested. It would be important to remember some cases and ideas of participants themselves, using the key questions such as:

- What is the interest on the farm these days?
- What kind of new ideas have you thought but yet have been tested on your farm?
- What kind of technology have you heard about but have not introduced on your farm yet?
- What kind of crops do people think is more profitable but has never tested?

Asking those key questions, conduct discussions with members and conclude which type of experiment has the highest property to their community.

Examples of common crop experiments

The example of the crop experiments commonly used in FFS are followings:

- Comparison of new variety vs common or traditional variety
- Comparison of application of fertilizers (chemical, organic or both vs none)
- Comparison of new planting method vs traditional planting method

b) Developing experiment design

After selecting the type of experiment, try to draw the design or layout of the experiment referring following examples.

When the FFS is considered to implement with four sub-groups, four plots of experiment is convenient to manage as each sub-group will be in charge of each plot. In this case, recommend the experiment which has

four factors in one parameter e.g. four varieties of vegetables in same treatment or two factors in two parameters e.g. two varieties of crops in two different fertilizer application (for example; improved and conventional) treatments¹¹.

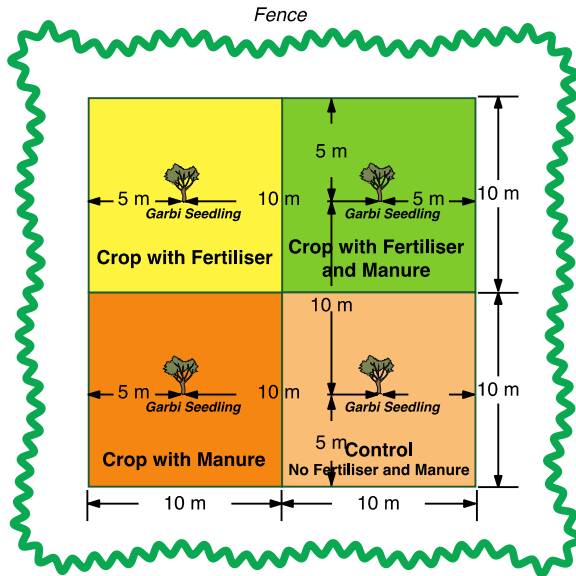


Figure 35. Examples of comparative experiment for cereal crops with tree intercropping

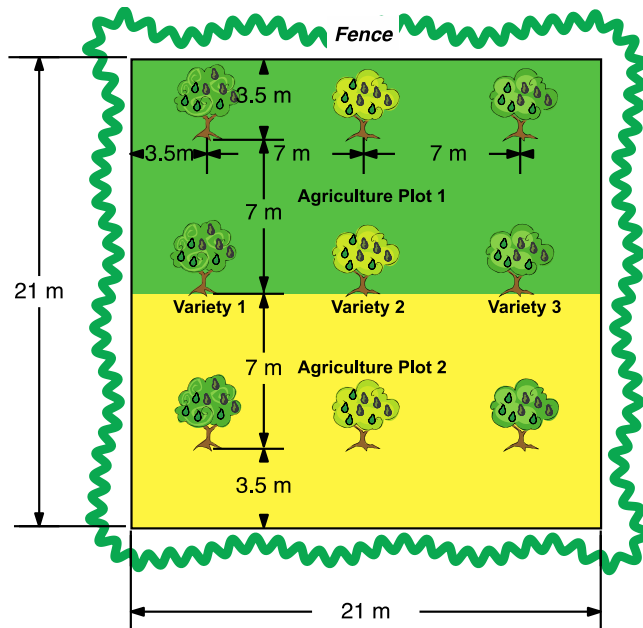


Figure 36. Examples of comparative experiment for fruits orchard with agriculture crops

¹¹ Those are just examples and not to limit the types of the experiment.

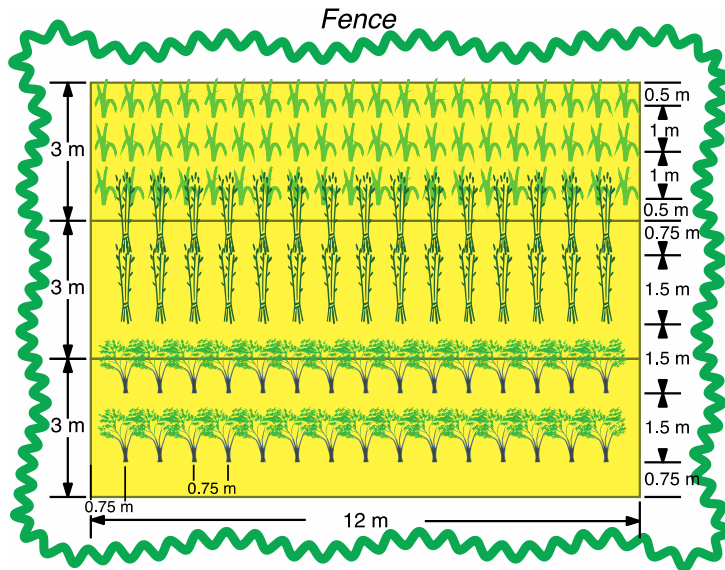


Figure 37. Examples of comparative experiment for fodder trees and grass

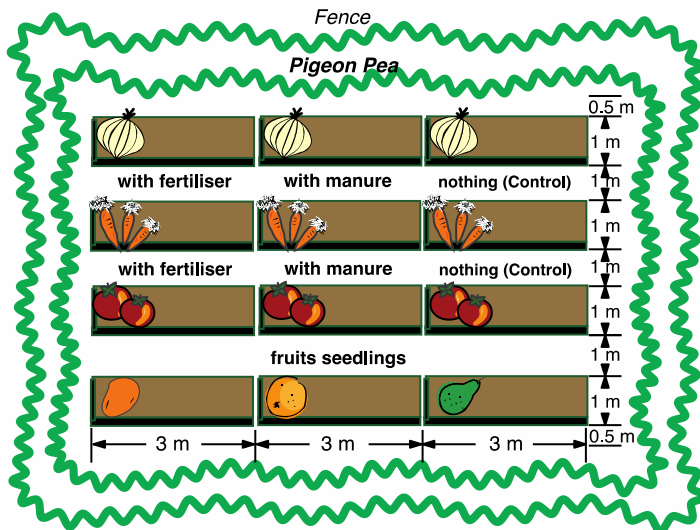


Figure 38. Examples of comparative experiment for vegetable garden

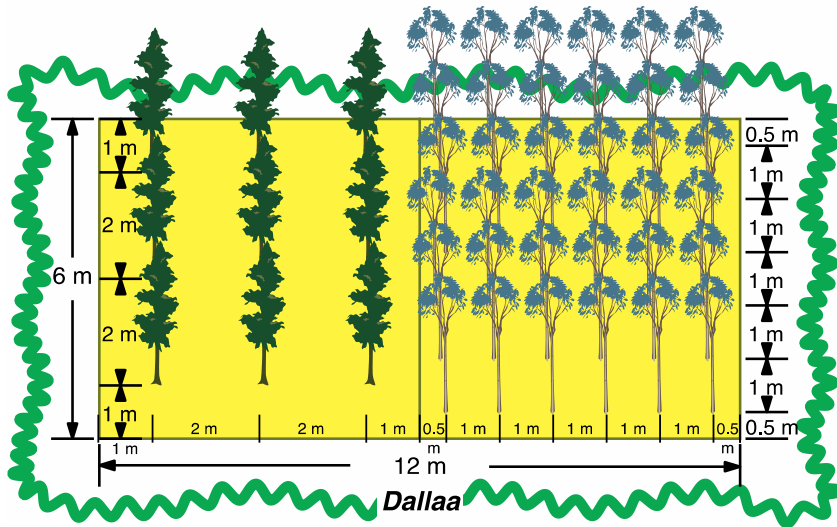


Figure 39. Examples of comparative experiment for woodlot

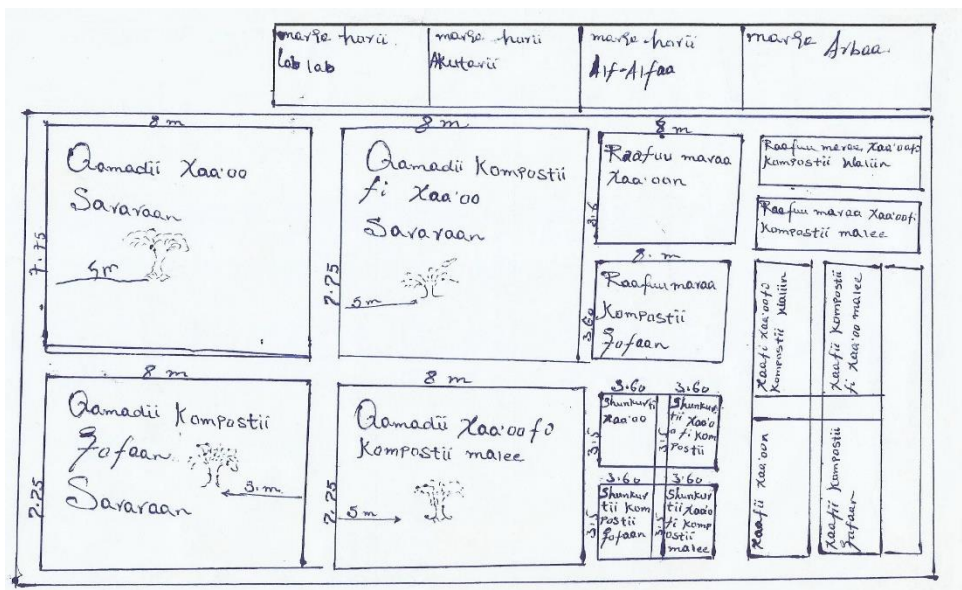


Figure 40. Example of the layout for comparative experiment in a host farm

The members should be clear about the experiment and its design that they will work on the host farm later.

3.2 Important considerations in experimentations in FFS

Not like a research which require professional knowledge and skills, experiments can be conducted by anybody by following simple principals.

a) Simple treatment

Don't put many parameter in an experiment. You may never get conclusions which treatment brought that result. One parameter (or two at most) in an experiment is appropriate.

b) Uniformed setting

While you plan to compare something in an experiment, mind always whether other factors/parameters are equal.

c) Size of experiment plots should not be too big

Farmers, expecting more seeds/produce, tend to create very big plots of experiment but it became difficult to manage and investment cost of experiment become high.

d) Replication of the experiment

Replication of the experiment is usually not necessary to consider as far as the characteristics between a plot to a plot are not significantly different. Replication used to be employed to ensure statistical significance in research¹². However, the experiments in FFS are aimed to provide information for farmers in their decision making of the farm planning, so statistical significance is not the issue. It might be more meaningful for farmers if they try more options than replicate same practices.

e) Comprehensive treatments in experiment

It is also not recommended to plan comparative studies between comprehensive technical packages; such like "local practice" and "modern technology". In this case farmers may compare two or more plots with several parameters at once; seed verity, fertilizer quantity, spacing of the plants, etc. This result probably shows farmers that modern practice is better than local but will not show which element in both treatment has contributed to come up with this favorable result. Farmers are likely to employ cost-effective practices to their farm but the experiment mentioned above will not give such answers. Experiment should be simple and designed to focus only one or two parameters and not mixed up several items more than able to analyze.

f) Attitude of facilitators in introducing experiments to FFS

¹² In order to verify the statistical significance, five or more replications are necessary.

The experiment in FFS is not supposed to introduce as if it is already known; modern technologies or new ideas are definitively better than traditional or common practices. First, that cannot be true in their farm sometimes. Second, if the result of introduced idea is already known, farmers lose their interest because they will feel they are just following the results already found by someone. Instead, if facilitator told farmers “Even me I don't know what will happen. Let try together. We will see.” The interest of farmers increase more because the result of experiment is unknown secrets, which farmers have freedom to discover.

4. Preparing learning proposal

See Step 11. Planning enterprises and experiments for dry season, for preparing learning proposal, and see **Format Example 13. FFS Learning Proposal for Wet Season.**

Format Example 9. FFS Learning Proposal for Wet Season

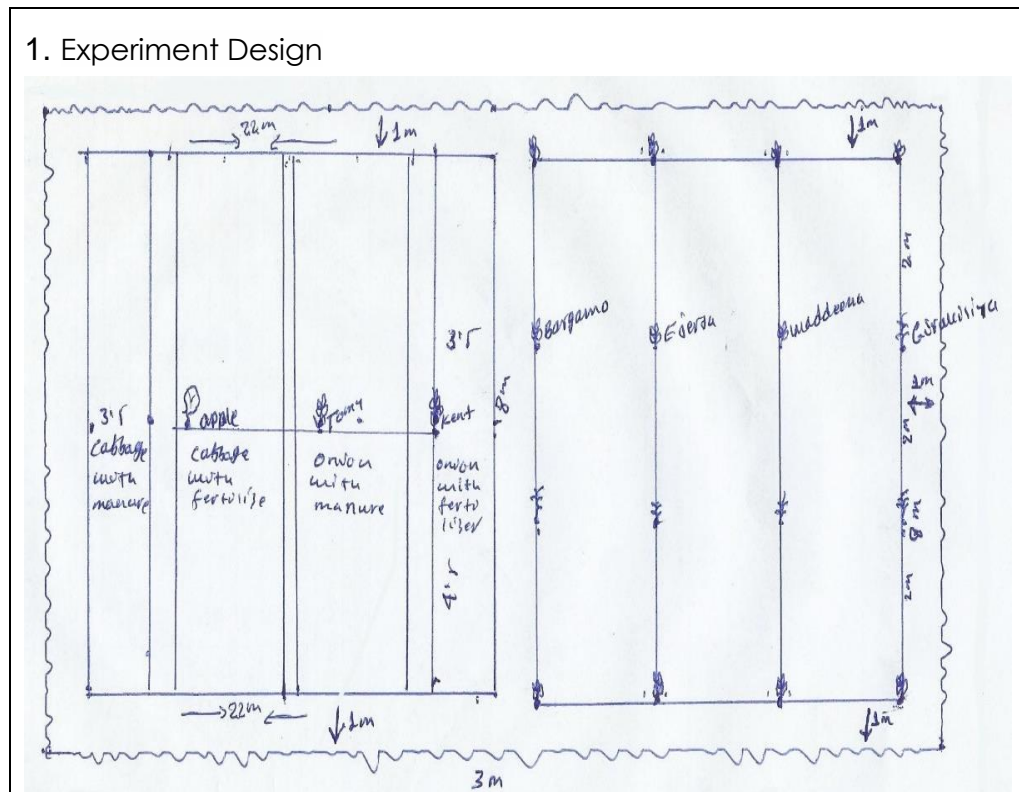
FFS Learning Proposal for Wet Season

Name of FFS: BiftuuBarii

Village: Kolbe Koticha

Type of enterprise: Vegetable and Woodlot

1. Experiment Design



1) Type of comparative experiment (with Fertilizer, with compost, Compost with Fertilizer and control)

- Cabbage with Manure/ Cabbage with fertilizer
- Onion with Manure/ Onion with Fertilizer
- Variety test for woodlot

2) With this comparative experiment, what can you learn?

- Production volume and cost effectiveness
- Overall management
- Pest and disease
- Duration until harvesting

3) Type of crop /Tree (Tef, Wheat, Onion, Animal fodder, mango etc.)

Vegetable: Cabbage, Onion,

Woodlot: Eucalyptus, Meliya

4) Measuring parameters for AESA,

Height, Length, Number of leaf, pest, size of cabbage

5) Observation point

Seed level	Germination level	Seedling level
✓ Type of the soil	✓ No of germinated seedlings	✓ Pest and disease
✓ Quality of seed	✓ No of not germinated	✓ Coverage of weeds
✓ Pest and diseases and their coverage	✓ Pest and disease and their coverage	✓ Mulching
✓ Soil moisture	✓ Coverage of weeds	✓ Height
✓ Quality of seed	✓ Soil moisture	✓ Width
✓ Seed type Seed condition	✓ Watering frequency	✓ No of leaf
✓ Mulching effect	✓ Mulching	✓
✓ The thickness of covered soil	✓ Height, Width, No of leaf (False leaf)	✓

2. Cost

Seed/ and other input	Quantity	Unit Price	Total Cost	Responsibility
Onion seed	0.1kg	500/kg	50	Group Project
Cabbage seed	0.1kg	400/kg	40	Group Project
Eucalyptus seedling	20	1/seedling	20	Group Project
DVP	10kg	5/kg	50	Group Project

Seed/ and other input	Quantity	Unit Price	Total Cost	Responsibility
URIA	10kg	5/kg	50	Group Project
Meliya Seedling	20	1/seedling	20	Group Project
Total Cost for Enterprise				230Birr
Cost Covered by Group				40Birr
Cost to be Covered by the Project				190 Birr

3. Group Account Balance

Previous Balance	Total amount for this proposal	Balance
600Birr	190 Birr	410Birr

Name of Chairperson and Signature

AyeraAbebe &&&&&

Date 27/01/2017

Comment from (DA):

Signature of the facilitator _____ Date 27/01/2017

Remark: Proposal has to be submitted on planed date and submitted to the office (30/01/2017).

Step18-A. Selecting host farms

(See step 10-A Selecting host farm within the community)

Step18-B. Selecting host farms withinFTC

(See step 10-B Selecting host farm within FTC)

Step 19. Establishing host farm and experiments for Wet season

Preparation method of host farm depends on the selected enterprise. The following is a typical farm forest enterprise site preparation.

1. Preparing land

Method and level of land preparation depend on the enterprises selected. Land preparation for a host farm could take several weeks according to the condition of the site, however, it should be completed before the planting season begins. Remember that the time of a FFS session is very short (3-4 hours/week) so FFS groups should continue to prepare the site as homework, outside of the regular group sessions.

In case of difficult terrain at the host farm, start preparation well in advance to ensure preparation is completed in time. Careful planning is required to avoid time conflicts. Plots on sloping areas might require terracing. Rent or use own plough if necessary.

2. Procuring and delivering of materials

Planting materials need to be provided before ending the land preparation. The group provided the learning fund has to start procuring materials on time. The group which requests the materials through DA, coordinate well the timing for delivery. Some material can be collected through FFS members. Farmers often demand new tools to establish enterprises but the enterprises are supposed be established by using their own available tools so that they can easily apply to their farm even without additional budget in the future.

3. Confirming host farm design

Before starting preparation, confirm host farm design with layout of experiment plots with members.

4. Measuring and staking out

Stakes and tape measures should be made available. Measure the land by using tape measures based on the Host Farm designs. Staking out the plot boundaries is done according to the spacing indicated in the host

farm design.

5. Sowing of seeds and seedlings

In case of line sowing, mark the planting line by using some strings and stakes. Proper spacing knowledge and information for agricultural crops is required. Sow seed along the line as indicated previously by facilitator or specialist. Keep in mind that the role of facilitator is not to work together with the members; they should focus on providing technical inputs.

6. Fencing for the protection

Post-harvest grazing can cause a lot of damage to the enterprise. Farm enterprises should be designed with protective hedges until the crop is harvested. In case tree crops are planted, it is important to ensure protection at all times. Whole farm or individual tree fencing must be constructed before the plot becomes open to animal grazing, especially in the dry season. Live fences also can be planted around the plot; this protects the enterprise in the plots from animal grazing.

Start AESA sessions (see Step 14.)

Conduct Field day (see Step 15)

Step 20. Conducting result analysis for Wet Season

1. Introduction

At the end of an enterprise, a series of analysis must be conducted to assess and evaluate the result of experiment. The objective of the experiment in FFS is to conclude which option is suitable to their farm. However, without appropriate analysis, framers might confuse the result of the experiments and they may take wrong option to their farm.

Result analysis also enhances participants' capacity to analyze the result of experiment critically and systematically. At the same time, FFS members understand the importance in analyzing expenditure and profit through simplified calculation exercises and become aware of the cost implication of farming

For this session, facilitators must review all materials developed by the farmers with regard to the target enterprise such as findings, collected data, discussion results or recommendations acquired through AESA sessions. Apart from existing data, all knowledge of members also needs to be incorporated into the analysis.

The material prepared through Result Analysis can be presented or displayed during FFS events such like graduation ceremony.

2. Output of the session

- Result Analysis Matrix
- Expenditure Calculation Matrix

3. Important Considerations

- Result analysis should be conducted after harvesting or concluding the experiment.
- Result analysis should be conducted for each enterprise.
- Result Analysis should be conducted as "Todays Topics"

4. Procedures

4.1 Preparation of Result Analysis matrix

- Ask host team to put flip chart papers on the presentation board and to prepare the Result Analysis matrix in each experiment. Facilitators can also prepare the matrices on flip chart paper in advance of the session.
- The analysis shall be made one by one. If the FFS has two or more set of experiments, they have to make Result Analysis twice or more. If the experiments are many, it can be analyzed in each sub-group, however, this is not recommended if the members are not familiar to the analysis.
- The matrix should have a column for calculation items at the left and several columns for each plot of experiment (if the number of the plots is four, matrix might have five columns) as shown below.

Table 7. An Example of Result Analysis Sheet

Result Analysis Sheet				
	Plot 1	Plot 2	Plot 3	Plot 4
Yield (kg)	5kg	6.5kg	8.5kg	6kg
Price (ETB/kg)	6.5Birr	6.5Birr	6.5 Birr	6.5Birr
Gross Income	32.5 Birr	42.25 Birr	55.25Birr	39 Birr

4.2 Calculation of Gross Income

Calculate the total value of the products in each plot.

Yield

- Create a row for the "Yield" in the matrix.
- The unit in the yield column is according to how the product to be sold; by kg, g, or number of the fruit or vegetables.
- Put the yield in each column as figure obtained from each plot of experiment.
- Ask the members to overview which plot brought best yield and why

it was like that.

Price

- Develop a following row for the "Price" of the product
- Use the farm gate price or market price, supposing the farmers are going to sell the product in the most probable market.

Gross Income

- Develop a following row for "Gross Income".
- Calculate Gross Income in each column by multiplying figures in the column of Yield and Price (Yield x Price = Gross Income).
- These calculated figures represent Gross Income in each plot.
- Ask the members to overview which plot has brought best gross benefit. In case the price of the product defers a lot, the best amount in yield shall not represent the best gross income.

4.3 Calculation of Total Expenditure

Calculate how much you spent on each plot.

Total Expenditure

- Then add the "Total Expenditure" row below.

Table 8. An Example of Result Analysis Sheet (Total Expenditure)

Result Analysis Sheet				
	Plot 1	Plot 2	Plot 3	Plot 4
Yield (kg)	5kg	6.5kg	8.5kg	6kg
Price (ETB/kg)	6.5Birr	6.5Birr	6.5 Birr	6.5Birr
Gross Income	32.5 Birr	42.25 Birr	55.25Birr	39 Birr
Total Expenditure	30 Birr	32 Birr	34 Birr	32 Birr

- To get the figure of total expenditure in each plot, it is recommended to calculate in separate sheet.
- Prepare the expenditure calculation matrix using another flip chart paper as below.

Table 9. An Example of Expenditure Calculation Sheet

Expenditure Calculation Sheet				
	Plot 1	Plot 2	Plot 3	Plot 4
Seeds	13birr	13birr	13birr	13birr
Manure				
Fertilizer (DAP)	7.5birr	7.5birr	7.5birr	7.5birr
Fertilizer (Urea)	5.5birr	5.5birr	5.5birr	5.5birr
Chemicals				
Labor (Threshing)	4	6	8	6
Total	30	32	34	32

- Discuss with the members what kind of input, payment have been done, and list all of them in the matrix.
- Finally, total all expenses in each plot of experiment.
- Ask the members to overview which plot need more expense and which item was more critical in expenditure.

4.4 Calculation of Net Profit

Calculate profit or money remain to you.

Net Profit

- Develop a following row for "Net Profit".
- Calculate "Net Profit" subtracting "Total Expenditure" from "Gross Income" (Gross Income - Total Expenditure = Net Profit).

Table 10. An Example of Result Analysis Sheet (Net Profit)

Result Analysis Sheet				
	Plot 1	Plot 2	Plot 3	Plot 4
Yield (kg)	5kg	6.5kg	8.5kg	6kg
Price (ETB/kg)	6.5Birr	6.5Birr	6.5 Birr	6.5Birr
Gross Income	32.5 Birr	42.25 Birr	55.25Birr	39 Birr
Total Expenditure	30 Birr	32 Birr	34 Birr	32 Birr
Net Profit	2.5 Birr	10.25 Birr	21.25 Birr	7Birr

- Ask the members to overview which plot brought best Net Profit and why it becomes like that.
- Net Profit can be minus and that is sometimes happen. Discuss with members why it has happened and what they have to do to prevent in such cases.

4.5 Evaluation with non-economic aspects

Yield and Money is not only the issue which determine the analysis of the result. There are many other factors to be considered in the analysis of the result.

Selection of Important (non-economic) criterion

Ask the members which other factors, apart from yield and money, might be important by them while dealing with the experimented enterprise.




Examples of evaluation criterion are as followings:


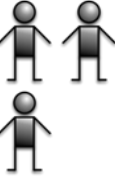
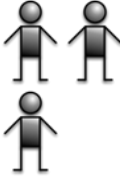













- ❖ Growth rate (fast or slow, sometimes fast growth eases management)
- ❖ Duration to harvest (short or long, short harvest treatment sometimes secures the produce especially in dry area.)
- ❖ Preference to the market/consumers
- ❖ Taste of the product (important specially in case of subsistence farmers)
- ❖ Size of the plants or products (large or small)
- ❖ Quality of the product or attractiveness to the buyers
- ❖ Labor/Working load

- ❖ Health/Vitalness of plants
- ❖ Survival rate or Number of plants dried/survived
- ❖ Level of pest/insect attacks
- ❖ Resistance to some particular diseases
- ❖ Quantity of hazardous chemicals needed
- ❖ Tolerance to some particular environment (heat, drought, salinity, wind, etc.)

Develop rows and fill with each criterion in the first columns.

Table 11. An Example of Result Analysis Sheet (non-economic aspects)

Result Analysis Sheet				
	Plot 1	Plot 2	Plot 3	Plot 4
Yield (kg)	5kg	6.5kg	8.5kg	6kg
Price (ETB/kg)	6.5Birr	6.5Birr	6.5 Birr	6.5Birr
Gross Income	32.5 Birr	42.25 Birr	55.25Birr	39 Birr
Total Expenditure	30 Birr	32 Birr	34 Birr	32 Birr
Net Profit	2.5 Birr	10.25 Birr	21.25 Birr	7Birr
Rank in Profitability	1	3	4	2
Growth rate				
Days to harvest	50	65	60	55
Taste of the product	Not good	Very good	good	Fairly good

Result Analysis Sheet				
	Plot 1	Plot 2	Plot 3	Plot 4
Labor/Working load				
Level of weeds				
Level of pest attacks				
Tolerance to drought				

- Try not to mix two criteria together and avoid repetitions, which may confuse farmers.
- The facilitator can suggest to add some necessary criterion if the members are not able to mention. On the other hand, it can be also suggested to omit some criterion which are not really significant.

Evaluation with (non-monetary) criterion

- Once the left column has filled with identified criterion, ask the members to value each plot according to each criterion or fill the cells with figures (See Table 11)
- It is recommended to use pictorial symbols in filling the matrix cells so that even illiterate members can understand the deference easily.
- It is also good if the matrix can be summarized within a sheet of paper so that the members are able to overview easily.
- After all cells in the matrix has been filled, ask members to summarize the advantages and disadvantages of each plot according to the criteria.
- Finally ask to members to judge “Which one looks better for your farm?” and facilitate the plenary discussions. It is also good to clarify the reason asking as “Why do you think so?”

- Conclude which option is suitable to their farm. It might be several options to be mentioned depending on the condition and environment.
- It is also useful to remind them how the comparative experiments and monitoring through AESA have been contributed to their decision-making.

4.6 Evaluation of general process

There might be several new cropping techniques applied to the host farm. However, some of those techniques cannot be evaluated through above process when it is equally applied to all plot. To remind the effectiveness of those equally applied treatment, it is recommended to conduct the evaluation of those general process.

Possible items for the evaluation will be:

- ❖ Land preparation method
- ❖ Base manure/fertilizer
- ❖ Number/Quantity of seeds
- ❖ Weeding method
- ❖ Thinning method
- ❖ Application of repellent
- ❖ Application of fungicide
- ❖ Application of pesticide
- ❖ Top dressing method
- ❖ Harvesting method

5. Reporting

Copy the Result Analysis Matrix and Expenditure Calculation Matrix prepared with the FFS group or take the picture of them, and foreword to DA

Step 21. Conducting Attendance Assessment

1. Introduction

- At the end of a FFS cycle, Attendance Assessment shall be conducted to evaluate the attendance of all members during the whole FFS period.
- Most FFS program sets up the attendance rate of the members as the criteria for graduation. Therefore, the counting of the attendance should be done carefully and very precise and fare. Otherwise the members shall not trust you anymore.

2. Output of the session

Attendance calculation sheet

Attendance assessment report

3. Important Considerations

- Attendance Assessment should be conducted before graduation
- Attendance Assessment has to be conducted with village manager in presence. Coordinate the particular day with him/her.
- Attendance Assessment should be conducted as "Todays Topics"

4. Procedures

4.1 Counting Total Weeks of conducting FFS

- The facilitator ask host team to put flip chart and make an Attendance Calculation Sheet as shown below:

Table 12. An Example of Attendance Calculation Sheet

Attendance Calculation Sheet (FFS Group Name)			
Name	A. Total No. of session the member attended	B. Total No. of session the FFS conducted	Attendance % (A / B X 100)
AmarechMidhagsa	45	52	86.5
Ayala Alemu	48	52	92.3
LamiiBadhasa	52	52	100
MilkoGurmecha	42	52	80

- Facilitate the host team to elect two literate members for counting of attendance.
- The Host team ask those two representatives "How many sessions we as the FFS group already conducted?"
- The two representatives review "Attendance Register", and count the number of sessions which they already conducted. The secretary can help in case they cannot understand well.
- Above is not just counting the weeks passed since FFS started but the number of the weeks in which the FFS session was really conducted.
- Confirm and get consensus with all members that "How many session they have conducted" as a FFS group.
- It should not be less than 36 weeks (70% of 52 weeks) and if the group has not conducted enough sessions, they shall lose the eligibility to graduate or they have to supplement with additional sessions until fulfils enough number of the sessions.

4.2 Counting Total Weeks of attendance by members

- Host team asks the one of two representatives to look at the first member in the list and write the name in the chart prepared in flip chart and count the number of sessions attended from attendance register.
- Ask the other of two representatives also to count the same member's attendance.

- If they got different results, let them to try again. If they both got same figure, host team confirms with that particular member in the list that the figure is OK for him/her. If he/she agrees, fill the number in the sheet.
- Continue counting the number of attendance on following member in the list accordingly until we get all members attendance.
- All cells in column B are same figure as the total number of FFS session conducted is the same for all members.

4.3 Calculate Attendance Rate

- In the Attendance Calculation Sheet, calculate attendance rate in each member in the list dividing A “Total No. of session the member attended”, by B “Total No. of session the FFS conducted” and multiply by 100.
- As since beginning of the FFS it has been announced that the member whose attendance is less than 75% is not able to graduate. The members get to know automatically who will graduate and who will not graduate. The facilitator should confirm this with all members.
- If some of the members can get more than 75 % of attendance by attending all remaining sessions, just encourage them to do so.

5. Reporting

The result of assessment needs to be reported to DA with pictures of the “Attendance Calculation Sheet” prepared by members. Facilitator also presents the “Attendance Assessment Report” to the supervisor in preparation to graduation ceremony.

Step 22. Knowledge assessment (Ballot Box Exercise)

1. Introduction

- It is very important for the organizing offices and the FFS facilitators to know how much the FFS members have understood what they learnt through FFS. In this regard, a knowledge assessment shall be conducted before FFS members to graduate.
- It is ideal to conduct knowledge assessment at the beginning (baseline) and the end (end-line) of FFS so as to evaluate how much knowledge the members acquired since beginning of FFS. However, baseline assessment can be skipped because it is difficult for facilitators to predict all topics to be introduced during one year of FFS sessions, and members are usually very busy organizing groups and establishing farms during initial stage of FFS. Even at the end of FFS, the facilitators can assess whether the knowledges were new or not, by asking the members.
- In FFS program “Ballot Box Exercise” shown in below, is used to be employed as for knowledge assessments method because of following reasons.
 - ❖ With this method, participants can answer confidently without feeling shy to make mistake because other participants do not know how other members have answered.
 - ❖ It is easy to answer even for illiterate members. To answering, participants do not need to know how to write. Where some participants cannot read, the facilitator or other volunteers can assist them to read out the questions, in the local language.
 - ❖ The exercise is a fun since it is conducted as a filed game.



Figure 41. Facilitator supports one illiterate members in reading the questionnaire

Figure 42. An example of ballot box questions (Use of live specimens)

2. Output of the session

- List of Ballot Box Questions
- Knowledge Assessment Sheet
- Ballot Box Calculation Sheet

3. Materials

- Flip chart papers or cardboard.
- Marker pens, paper bags, masking tape, rubber bands, etc.
- Plastic bags, and live, dead or preserved specimens.
- Whistle, drum or bell (depends on the mode of conducting).
- Strings of ballots (as shown below).

4. Important Considerations

- Knowledge assessment should be conducted before graduation.
- Knowledge assessment should be conducted as “Today's Topics”.
- The facilitator should prepare the questions at home/office. The questions must be practical and based on what they learnt during FFS.
- Discuss with illiterate members one week before to find a most comfortable way to help them to undertake this exercise.

5. Procedures

Step 1: Preparation of questions

1. Prepare 15 to 20 questions focused on important knowledge and techniques in regard to the FFS enterprises and curriculum. Try to simplify and use the least possible number of letters/words.
2. Cutting some papers and prepare paper strings for ballots as shown below. Each string should have same number of ballot as the prepared question (below example shows for 15 questions). The strings should be numbered with ID and are as same number as total participants.

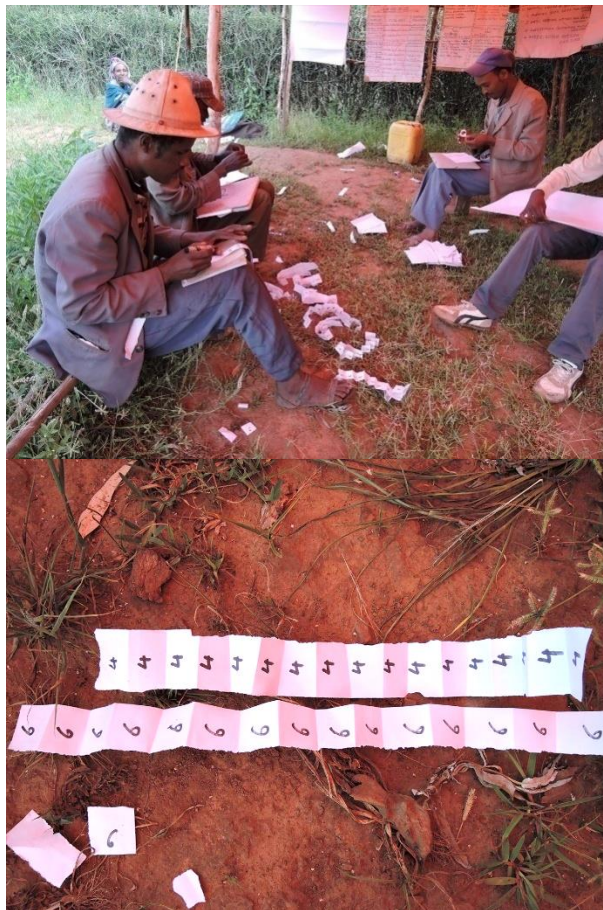
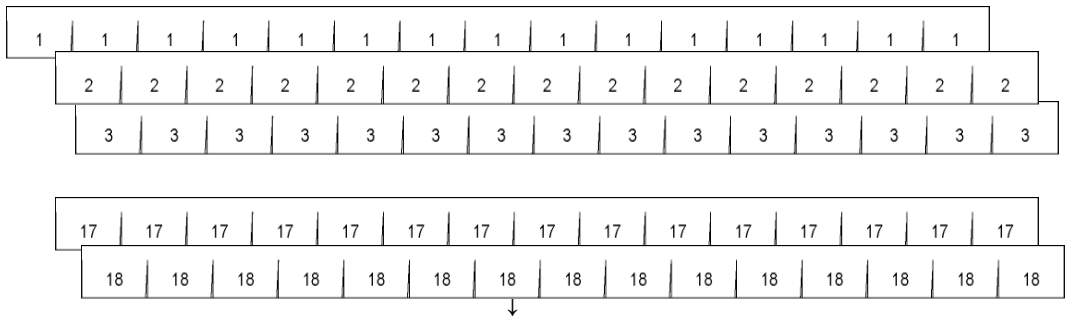


Figure 43.String of ballots

3. Prepare flip chart paper around 40 cm x 30 cm and write a question on top of each.
4. Write three selection-type of answers in which only one answer is correct below the question.
5. Prepare pockets below each answer. The pockets are the ballot boxes into which the FFS members cast their “ballot” – in the form of their ID number.
6. Display specimens (if any) next to the question. Use live specimens as much as possible. This makes the question clearer, especially for illiterates. The samples should be fresh and maintaining their colors, with evident symptoms and characteristics.
7. Place the questions in flip chart paper around the host farm using poles or by fixing on trees.

Step 2: Implementation

1. If possible, ask some colleagues or community members to assist in the particular day of the session. If the illiterate members are many, facilitator need several persons to read the question to them.
2. The facilitators should arrive earlier to prepare and collect specimens on the day of this exercise.
3. Assign each participant an ID number and provide them the ballot string with this number. Record each participant's ID number. It is recommended to start with literate members who used to finish the session faster.
4. Explain to the participants that each board has a question with three answers but only one answer is correct. On each question board they should put their ballot with the ID number in the pocket showing their selected answer.
5. Each participant answers separately at each question. Blow the whistle when the allocated time (1 or 2 minutes per ballot station) has been reached. Continue the exercise until all participants have answered every question.

Step 3: Evaluation

1. After finishing the session, the facilitator holds a plenary session with the group and reviews the answers for each question while the questions are still mounted on the board.
2. Analyze the result in the office, evaluate the participants' performance and prepare a report. The analysis may help the facilitator to capture where the members could not understand very well for improvement.
3. After the results have evaluated, the mean result can be given,

depending on the grade of confidence and self-respect. Be careful in disclosing the results of assessment unless all members have satisfactory results and they all agreed to show openly.

Step 23. Conducting self-evaluation by FFS members

1. Introduction

- Before the end of FFS, it is recommended to conduct a sort of self-evaluation session in which the members assess passed FFS experience by themselves. It recalls the important findings what they experienced, and helps them to conclude FFS toward graduation.
- It is important for the members to know their change and level of empowerment after FFS, and to realize their strengths so that they can try new ideas and act confidently against their problems in the future.
- If this session ends with poor participation that means the whole FFS sessions have not been active because it brings no impressive experiences, no interesting findings, and no significant changes in the members nor in the group.

2. Output of the session

- Self-Evaluation of FFS members Sheet 1 (The most impressive experience)
- Self-Evaluation of FFS members Sheet 2 (The most disappointed experience)
- Self-Evaluation of FFS members Sheet 3 (Changes observed in the FFS GROUP)
- Self-Evaluation of FFS members Sheet 4 (Changes observed in YOURSELF)

3. Important Considerations

- Self-Evaluation of FFS members should be conducted before graduation
- Self-Evaluation of FFS members should be conducted as "Today's Topics"

4. Procedures

4.1 Most impressive experience during FFS

The facilitator asks host team to put flip chart and make a Self-Evaluation Sheet about “The most impressive experience” as shown below:

Table 13. An Example of Most impressive experience

Most impressive experience (FFS Group Name)	
Name of members	Most impressive experience during FFS
Koorichogemeḍa	I start establishing tree and fruit nursery
Ayaḷa Biru	Production and utilization of the Animal fodder
LamiiBaḍḥasa	Mango seedling planting technique

- Facilitate the host team to ask a member “What was your most impressive findings/experience through FFS?”
- Host team writes the answers into the column in the sheet.
- Ask next member to answer the same question and note the answers in the sheet.
- Continue asking until getting all group members answers.
- After getting all members answers, ask them “Whether any member has other important experiences?” and if any please note them also.
- Confirm with the group what they got through FFS are as shown in the sheet.

4.2 Most disappointed experience during FFS

The facilitator asks host team to put flip chart and make a Self-Evaluation Sheet about “The most disappointed experience” as shown below:

Table 14. An Example of Most disappointed experience

Most disappointed experience (FFS Group Name)	
Name of members	Most disappointed experience during FFS
KoorichoMidḥagso	The planted mango in my compound destroyed by animals
Ayaḷa Alemu	The FFS facilitator was not coming on time
LamiiBaḍḥasa	Because of long drought two mango seedlings dried up

- Facilitate the host team to ask a member “What was your most disappointed experience through FFS?”
- Host team writes the answers into the column in the sheet.
- Ask next member to answer the same question and note the answers in the sheet.
- Continue asking until getting all group members answers.
- After getting all members answers, ask them “Whether any member has other disappointed experiences?” and if any please note them also.
- Confirm with the group what they got through FFS are as shown in the sheet.

4.3 Changes observed in the FFS GROUP before and after FFS

The facilitator asks host team to put flip chart and make a Self-Evaluation Sheet about “Changes observed in the FFS GROUP” as shown below:

Table 15. An Example of Changes observed in the FFS Group

Changes observed in the FFS GROUP (FFS Group Name)		
What Changed?	Before FFS	After FFS
Time Management	Not properly managed	Time management improved
Domination	Dominant every activity not giving chance for the others	Less dominance of group officials
Participation	Less participation of the members	Full participation by all members

- Facilitate the host team to ask a member “Which kind of change have you observed in YOUR GROUP before and after FFS?”
- Host team writes the answers into the column in the sheet.
- Ask next member to answer the same question and note the answers in the sheet.
- Continue asking until getting all group members answers.
- After getting all members answers, ask them “Whether any member has observed any important changes in the FFS group?” and if any please note them also.

- Confirm with the group what they got through FFS are as shown in the sheet.

4.4 Changes observed in YOURSELF before and after FFS?

The facilitator asks host team to put flip chart and make a Self-Evaluation Sheet about “Changes observed in YOURSELF” as shown below:

Table 16. An Example of Change observed in yourself

Changes observed in YOURSELF (FFS Group Name)		
What Changed?	Before FFS	After FFS
Confidence	Not confidence	Became confident in presentation
Share knowledge with other	No knowledge enough	Taught what he/she learnt to other
Shy	Very shay	Became not shy in front of others

- Facilitate the host team to ask a member “Which kind of change have you observed in YOURSELF before and after FFS?”
- Host team writes the answers into the column in the sheet.
- Ask next member to answer the same question and note the answers in the sheet.
- Continue asking until getting all group members answers.
- After getting all members answers, ask them “Whether any member has observed any important changes in YOURSELF to testify?” and if any please note them also.
- Confirm with the group what they got through FFS are as shown in the sheet.

4.5 Overall impressions of FFS

Finally, ask members “How do you evaluate your FFS?” (Very Good, Good, Fair, Bad, Very Bad) and report the result.

5. Reporting

The result of farmer self-evaluation needs to be reported to DA with pictures of the all sheets of “Self-Evaluation of FFS members” prepared by members.

Step 24. Conducting Farm Self-Assessment

1. Introduction

- The objective of extension work through FFS is not only learning from a host farm but also application of learnt technology to all member's farms.
- In this regard, the assessment of "What the members applied to their farm" is the most important issue to be monitored and evaluated by FFS organizers.
- This exercise also makes FFS members to realize how their farms changed after FFS and help implementers to capture general impression about what happened in the farms after FFS learning.

2. Output of the session

- Farm Self-Assessment Sheet 1 (Fruits Trees and Other Trees planted)
- Farm Self-Assessment Sheet 2 (Fodder Grass and Fodder Trees planted)
- Farm Self-Assessment Sheet 3 (Vegetables production)
- Farm Self-Assessment Sheet 4 (Cereal production)

3. Important Considerations

- Farm Self-Assessment should be conducted before graduation
- Farm Self-Assessment should be conducted as "Today's Topics"

4. Procedures

4.1 Fruits Trees and Other Trees planted on farm or in homestead

The facilitator asks host team to put flip chart and make a Farm Self-Assessment Sheet 1 (Fruits Trees and Other Trees planted) as shown below:

Table 17. An Example of Trees Planted by each member

Trees Planted by each member (FFS Group Name)			
Name of members	Tree Species	Where planted	No. of trees planted
Mohamed	Avocado (Root Stock)	Homestead	4

Trees Planted by each member (FFS Group Name)			
Name of members	Tree Species	Where planted	No. of trees planted
	Mango (Grafted)	Farm	9
	Grevillea	Homestead	50
Mariam	Avocado (Grafted)	Homestead	15
	Papaya	Homestead	30
Abera	Mango (Grafted)	Homestead	3
	Eucalyptus	Farm	80

- Facilitate the host team to ask a member "How many and what kind of tree were planted by each member after starting FFS?"
- Host team writes the answers into the column in the sheet.
- Ask next member to answer the same question and note the answers in the sheet.
- Continue asking until getting all group members answers.
- By showing the sheet, facilitator confirm with the members how far the members tried by themselves after learning through FFS.
- Facilitator can also encourage the members explaining as below:
 - ❖ It is important to establish trees until certain height even they are not many.
 - ❖ It is not recommended to just plant many trees and very few of them surviving.
 - ❖ If you continue planting every year, you will get a lot of resources in future.
 - ❖ So to continuation tree planting is important.

4.2 Fodder Grass and Fodder Trees planted on farm or in homestead

The facilitator asks host team to put flip chart and make a Farm Self-Assessment Sheet 2 (Fodder Grass and Fodder Trees planted) as shown below:

Table 18. An Example of Fodder Grass and Fodder Trees planted

Fodder Grass and Fodder Trees planted (FFS Group Name)			
Name of members	Fodder Species	Where planted	Area or number of trees/stems planted
Mohamed	Elephant grass	Homestead	100m ²
	Pigeon Pea	Farm	1/4 ha
	Calliandra	Homestead	50 trees
Mariam	Pigeon Pea	Homestead	300m ²
	Elephant grass	Homestead	30 stems
Abera	Pigeon Pea	Homestead	200m ²
	Doricos	Farm	100m ²

- Facilitate the host team to ask a member “How many and what kind of fodder grass or fodder trees were planted by each members after starting FFS?”
- Host team writes the answers into the column in the sheet.
- Ask next member to answer the same question and note the answers in the sheet.
- Continue asking until getting all group members answers.
- By showing the sheet, facilitator confirms with the members how far the members tried by themselves after learning through FFS.

4.3 Vegetables planted on farm or in homestead

The facilitator asks host team to put flip chart and make a Farm Self-Assessment Sheet 3 (Vegetables production) as shown below:

Table 19. An Example of Vegetables production

Vegetables production (FFS Group Name)			
Name of members	Type of vegetable	Where planted	Area planted
Mohamed	Cabbage	Farm	100m ²
	Tomato	Farm	200m ²
	Onion	Homestead	50m ²
Mariam	Cabbage	Homestead	100m ²
	Carrot	Homestead	100m ²
Abera	Onion	Homestead	100m ²
	Cabbage	Farm	200m ²

- Facilitate the host team to ask a member “How many and what kind of vegetables were planted by each member after starting FFS?”
- Host team writes the answers into the column in the sheet.
- Ask next member to answer the same question and note the answers in the sheet.
- Continue asking until getting all group members answers.
- By showing the sheet, facilitator confirms with the members how far the members tried by themselves after learning through FFS.

4.4 Cereal production

The facilitator asks host team to put flip chart and make a Farm Self-Assessment Sheet 4 (Cereal production) as shown below:

Table 20. An Example of Cereal production

Cereal production (FFS Group Name)			
Name of members	Type of cereals	Which new techniques practiced	Area planted
Mohamed	Tef	Line sawing	1/2 ha
	Wheat	New variety tested in FFS	1ha
	Buck wheat	Planting in wasted land	500m ²
Mariam	Tef	Application of more manure	100m ²
	Wheat	Line sawing	100m ²
Abera	Tef	Introducing improved seeds	100m ²
	Rice	Testing in wetland	200m ²

- Facilitate the host team to ask a member “How many and what kind of new techniques were practiced by each member after starting FFS?”
- Host team writes the answers into the column in the sheet.
- Ask next member to answer the same question and note the answers in the sheet.
- Continue asking until getting all group members answers.
- By showing the sheet, facilitator confirms with the members how far the members tried by themselves after learning through FFS.

4.5 Overall impression of FFS

Finally, ask members “How do you evaluate your effort in your farm and homestead?” (Very Good, Good, Fair, Bad, Very Bad).

5. Reporting

The result of farm self-evaluation needs to be reported to your supervisor with pictures of the all sheets of “Farm Self-Assessment” prepared by members.

Step 25. Conducting Way forward session

1. Introduction

- At the final stage of the FFS cycle, FFS members have to think what they are going to do as the FFS group or as individual farmer after graduation, utilizing the knowledge and skills acquired through FFS sessions.
- The Way Forward session helps FFS members become aware of the need for the self-reliance activities and promotes continuation of group activities after graduation.

2. Output of the session

- Individual Action Plan Sheet
- Group Action Plan Sheet

3. Important Considerations

- Way Forward Session should be conducted before graduation
- Way Forward Session should be conducted as "Today's Topics"

4. Procedures

4.1 Conditions after FFS

- Facilitator explains to the members:
- "After graduation, project input, which are stationary, materials/farm input, facilitation by DA and other officers will terminate. DA can visit the group once a while but will be busy with new groups and monitoring of farmer facilitator."
- In such condition, "Please think, which kind of activities are you able to do by utilizing what you have learnt and the experiences acquired through FFS?"
- "First, we can think in individual level."

4.2 Preparation of Individual Action Plan after FFS

The facilitator asks host team to put flip chart and make an Individual Action Plan Sheet as shown below:

Table 21. An Example of Individual Action Plan

Individual Action Plan (FFS Group Name)			
Name of members	M/F	Age	After graduation, What kind of activities you want to do? (write as many as possible)
Adam Amano	M	34	Start Tree seedling production
JamboBalda	M	45	Animal fattening, Poultry production
MedanitMammo	F	41	Planting wood lot, Fruit seedling production

- Facilitate the host team to ask a member: "What will you do or you are already doing in your farm and homestead based on what you learnt through FFS?"
- Host team writes the answers into the column in the sheet.
- Ask next member to answer the same question and note the answers in the sheet.
- Continue asking until getting all group members answers.
- Finally host team asks members to comment on the plans of other member presented.
- Facilitator can also ask members whether they are going to utilize comparative study, AESA.

4.3 Preparation of Group Action Plan after FFS

- The facilitator shall guide host team to conduct sub-group work and let them discuss what are they going to do after FFS as the group and come up with the way forward action plans among themselves.
- Each sub-group presents their ideas in plenary.

Table 22. An Example of Group Action Plan

Group Action Plan (Sub-Group, FFS Group Name)	
Types of Activities	Detail (How the group going to do)
Tree seedling production Cooperative	Total of 20 graduated members will start production of different type of tree and fruit tree seedling and plant around their home stead and selling for other neighboring farmers
Seed Multiplication cooperative	The graduated FFS members will produce Quality seeds of Tef and wheat and sell for the other farmers

- Several Key Questions to be asked:
 - ❖ How much will it cost?
 - ❖ How do you finance those activities?
 - ❖ How do you procure the materials and input?
 - ❖ How can you get that technical instruction and who will pay for it?

4.4 Overall comments for the plans

Finally, facilitator gives the members some suggestions and recommendation to the plan for way forward.

5. Reporting

The result of Way Forward Session needs to be reported to DA with pictures of the all sheets of "Individual Action Plan" and "Group Action Plan" prepared by members.

Step 26. Organizing Graduation Ceremony

1. Introduction

At the end of a FFS cycle, a graduation ceremony shall be conducted. The celebration is to thank the members for the time devoted, to realize their achievements and to appreciate knowledge and techniques on particular subjects.

Participants are awarded certificates by the supporting offices or program. Many farmers in rural area have few chance to get formal education and that characterize complex feeling to educated people. Through FFS, however, they can learn about farming as their profession and get the certificates which acknowledge the difference from other farmers and from themselves before FFS.

After the ceremony, they will be recognized as "Farmer Experts"; the farmers who know how to resolve their problems by themselves and FFS facilitator might have put their large efforts to get those final output. Through well managed FFS sessions, dependency is often no longer an issue for many graduates. The organizers motivate the graduating members to practice what they have acquired onto their own individual farms and promote to others.

Graduation ceremony is also a forum to pass on the lessons learnt during the FFS to the public; similar to the field days. The harvest obtained from host farms will be displayed, and FFS participants dramatize (using folk media) lessons learnt at the FFS. At the same time, other community members will be attracted and may develop an interest to join the next planned FFS in their locality.



Figure 44. Award of certificates

2. Preparation

The graduation ceremony is usually organized by the FFS members, facilitators and the graduation committee at district level and not by the national and regional Headquarter.

2.1 Preparation in facilitator level

Submission of evaluation reports

Prior to the graduation ceremony, the FFS groups must complete a series of self-evaluations as they have to present their achievements during the ceremony. The groups which have not completed their evaluation should not attend to the graduation ceremony.

Qualification of the members

Confirm eligibility to graduate attendance rate through the assessment according as step 20- 25. Members who have failed to attend agreed attendance rate (e.g. 75%) of all sessions would not be qualify for graduation. If some members are on the borderline between passing and failing, facilitator should warn early enough so the members can complete all remaining sessions and graduate.

Preparation of grandaunt list

Prepare a list of the grandaunt based on attendance assessment (See Step 21). Then forward to the coordinating committee to prepare graduation certificates. Put the name of grandaunt in the list spelling carefully imagining that is prated on the certificate.

Distribution of budget

Refreshment or lunch using the graduation budget allocated to each group. It is common to organize graduation committee at village level and the committee itself manages the graduation fund and prepares the lunch and refreshment.

2.2 Preparation in FFS groups level

Preparation of exhibits (each group)

Facilitate the group to prepare some presentation to show the results of FFS learning. This can be in different forms e.g. presentations with posters/drawings/graphs, demonstration of practice, farm demonstration, etc. Following material also can be prepare and presented during graduation ceremony.

- Farm layout
- Design of farm experiments
- Examples of AESA chart

- Matrix of result analysis
- Result of self-evaluations
- Action plan after graduation



Figure45. Examples of posters presentation in graduation ceremony

Preparation of group dynamics/folk media (each group)

Group dynamics are prepared and presented during the ceremony. This can be in various forms e.g. dance, poem, storytelling, drama or role play, etc. Group dynamics should all focus on the results of what they have learnt through FFS and important findings should be incorporated into the media as messages.

Preparation for lunch/refreshment (if necessary)

If the group became the host to the graduation ceremony and no carting programs are available, lunch/refreshment to the guest needs to be prepared by the group.

2.3 Preparation in organizing committee level

The way how to organize the graduation depends on the logistic and budget. If concentrate many FFS groups at once, the graduation becomes more ceremonial. If it is organized in the village with small number of FFS groups, the graduation becomes more demonstration and learning oriented like field day.

Followings are some procedures to check for the arrangement of graduation ceremony in organizer level:

- Confirmation of availability of funds
- Notification to the grandaunt
- Purchase of graduation costumes e.g. T-shirts, caps etc. (if it is programed)**
- Setting of the date for graduation **
- Identification of graduation venue (If the FFS Program organizes a collective graduation ceremony by inviting neighboring FFSs to a designated venue, facilitators may have to organize transport for the group members.)
- Identification of guests and guest of honor**
- Invitation of guests**
- Verification of names of grandaunt
- Preparation of certificates
- Preparation of ceremony
- Set the venue (by the host group)
- Building tents

- Sitting arrangements (chairs for guests and farmers)
- Preparation of the program**

** These activities need to be done in collaboration both of the DA and the graduation committee

3. Implementation

Ceremony is conducted as following program.

Table 23. An Example of FFS graduation program

Time	Topic
9:00	FFS Group Assemble
9:10	Registration
9:30	Opening Call
9:30	Prayers
9:35	Presentation of Groups
11:00	Group Dynamics
11:30	Speech: ❖ FFS Representative ❖ District Team Leader (Extension/ Natural resource)
11:45	Guest Speech: ❖ Villaae Manaers ❖ Villaae Administrators ❖ District Administrators/ Head of District Agriculture Office
12:15	Award of Certificates
12:45	Vote of Thanks
12:55	Prayers
13:00	Refreshments
13:30	Departure

- Arrival and registration of grandaunt and visitors
- Opening prayer
- Displays/Demonstration
- Entertainment (Groups dynamics)
- Speeches:
 - ❖ Farmer Representative
 - ❖ Facilitators

- ❖ Village Leaders
- ❖ NGOs
- ❖ Research Institute
- ❖ Organizing Committee
- ❖ Chief Guest
- Award of Certificates
- Vote of thanks
- Closing prayer
- Refreshment/Lunch
- Departure

4. Important considerations

Sharing of experiences

The FFS graduation is not just a ceremony but also an opportunity for experience sharing. Visitors should be guided by a host member to share the experiences as much as possible.

Promotion of FFS groups

Use the event for promotion of the FFS groups since village officials and many stakeholders are also invited to attend. Follow-up activities may be proposed by other donors, NGOs or key stakeholders.

5. Reporting

Complete the graduation report and submit to DA.

Annex: Format

Format Example 1. FFS Agreement

Format Example 2. Delivery Note of FFS Stationary

Format Example 3. Weekly Report

Format Example 4. FFS Learning Proposal for Dry Season

Format Example 5. Delivery Note for Learning Materials

Format Example 6. Host Farm Agreement

Format Example 7. FTC Host Farm Agreement

Format Example 8. FTC Host Farm Agreement for woodlot

Format Example 9. Field day proposal

Format Example 10. Field Day Report

Format Example 11. Exchange Visit Proposal

Format Example 12. FFS Learning Proposal for Wet Season

Format Example 1. FFS Agreement

Agreement on Farmer Field School

Sustainable Natural Resource Management through FFS in the Oromia Region

This agreement is jointly entered between District Agriculture and Natural Resource Office (ANRO) and the members of the Farmer Field School whose name is described below;

Name of Farmer Field School:

Sub-Village: _____

Village: _____

District:

- III. This agreement has been entered on a voluntary basis without any coercion and is for the implementation of Sustainable Natural Resource Management activities through the Farmer Field School (FFS) in the district. **The group members are expected to practice the enterprises they have learnt on their own farms and share the experiences with their neighbors.**

This agreement has the following conditions:

1. The group has the following responsibilities:
 - 1.1 To organize and participate in Farmer Field School every week
 - 1.2 To use the FFS program inputs only for agreed Farmer Field School enterprises
 - 1.3 To hold exchange visits and field days for information sharing with the assistance of the FFS Facilitators
 - 1.4 To successfully complete one year of Farmer Field School activities
2. The FFS Program has the following obligations:
 - 2.1 To provide the agreed inputs in kind up to Birr 1600 over a period of one year to support establishment of Farmer Field School enterprises

- 2.2 To provide necessary stationeries for the FFS learning sessions
 - 2.3 To provide necessary backstopping assistance
 - 2.4 To organize graduation ceremony for qualified members
3. Facilitator has the following obligations
- 3.1 To organize Farmer Field School (FFS) group in the indicated village and condition by the district ANRO.
 - 3.2 To facilitate the above FFS group every week during 12 months, except inevitable conditions which are recognized officially by ANRO.
 - 3.3 To accept advices and instructions through the backstopping organized by the district ANRO for improvement of the FFS sessions.
 - 3.4 To report every month to the district ANRO and update the situation of the FFS group.
 - 3.5 To coordinate at least one month before with the district ANRO to assign another facilitator to take care the FFS weekly session in case of annual leave or educational training which would take place more than four weeks and to hand over the duty through briefing and introduction to the group.
- IV. The FFS Program shall stop further assistance if the group deviates from the agreed activities.

Signed,

On behalf of the Farmer Field School Members		On behalf of the District	
Name of Chairperson	Signature	FFS Facilitator	Signature
Date		Date	
Name of Secretary	Signature	ANRO Head	Signature
Date		Date	

Format Example 2. Delivery Note of FFS Stationary

DELIVERY NOTE OF STATIONARY
FARMER FIELD SCHOOLS (FFS)

Date / /

Issued by FFS Facilitator _____.
FFS Name _____ Village _____ District _____

Please receive the following goods in good order and condition

No	Item	Quantity	Remarks
1	Mark book	1	Rolle Call
2	Flip chart paper	5	FFS in general
3	Scotch tapes	4	
4	Felt Pens (Black, Blue, Green & Red)	4	
5	Ropes (30m)	2	Host farm establishment
6	Tape measure (30m)	1	
7	Ruler (50cm)	4	AESA Taking
8	Clothe Tape measure (1.5m)	4	
9	Steel tape measure (5m)		
10	Notebook	4	
11	Ball pen	4	
12	Crayons (12 colors)	4	AESA Processing
13	Group weekly report	1	Weekly Reporting
14	Carbon paper	6	
15	Counter book	1	General Record Keeping
16	Notepad	1	For Letter writing
17	Envelope	12	
18	Spring file PVC	1	Document keeping
19	Account book	1	For accounting
20	Receipt book	1	
21	Clip	4	Presentations in general
22	Wood board (60x80cm)	1	
23	Wall clocks	1	Time Keeping
24	Battery Cell	2	
25	Plastic sheet (14m)	1	For Shelter
26	Storage bags	1	To keep above

Received the above stationary in good order and condition

◆ FFS Treasurer _____

Signature _____

Date_____

Witness by

◆ FFS Chair Person _____

Signature _____

Date_____

◆ FFS Secretary _____

Signature _____

Date_____

Format Example 3. Weekly Report

FFS Group Weekly Report

Original/Copy
No

Name of the Group		Date	
-------------------	--	------	--

Name of Facilitators	1.	<input type="checkbox"/> Present <input type="checkbox"/> Absent
	2.	<input type="checkbox"/> Present <input type="checkbox"/> Absent

Senior Facilitators	
Other Visitors	

Starting Time		Ending Time	
---------------	--	-------------	--

Participants	M:	F:	T:
--------------	----	----	----

<p>AESA: On which enterprises? AESA Number? What the members observed? How were the recommendations?</p> <p>In case of preparation period and no AESA has started, write the activities done by the members during the session.</p>
<p>Group Dynamics: What have presented? Was it active? Did the dynamics have good messages to learn?</p>

Today's Topic: Is that relevant to the activities? Have you acquired new knowledge?	Satisfaction	A	B
		C	D

Plan for next week: Which topic are we going to learn next week? What do we have to prepare for that?

General Comments and Satisfaction:	Satisfaction	A	B
		C	D

Group Account Balance for Birr. 1,400/=

Previous Balance	Spending for last week	Current Balance
Birr	Birr	Birr

Signature

Chairperson

Secretary

Treasurer

Format Example 4. FFS Learning Proposal for Dry Season

FFS Learning Proposal for Dry Season

Name of FFS:

Village:

1.Type of enterprise:

1).Experiment Design :

2).Type of comparative experiment (with Fertilizer, with compost, Compost with Fertilizer and control)

3).Type of crop /Tree (Tef, Wheat, Onion, Animal fodder, mango etc.)

4).Measuring parameters for AESA,

3. Cost

Seed/ and other input	Quantity	Unit Price ETB	Total Cost ETB	Responsibility
				Group Project
				Group Project
				Group Project
				Group Project
				Group Project
				Group Project
				Group Project
				Group Project
				Group Project
				Group Project
				Group Project
				Group Project
Total Cost for Enterprise				Birr
Cost Covered by Group				Birr
Cost to be Covered by the Project				Birr

4 Group Account Balance

Previous Balance	Total amount for this proposal	Balance
Birr	Birr	Birr

5. Expected output

Type of seed	No of seedling plant to produced	Remark

Name of Chairperson and Signature

Date

Comment from (DA):

Signature of the facilitator

Date

Remark: Proposal has to be submitted on planed date and submitted to the office

by Date :

Format Example 6. Host Farm Agreement

Host Farm Agreement
Sustainable Natural Resource Management project
through FFS
Agreement between the Farmer Field School Members
and
The Host Farmer

This agreement is jointly entered between the host farmer and the Farmer Field School group:

Mr/Mrs/Miss (Host farmer): -----

Name of the FFS: -----

According to this agreement,

The host farmer is defined as the farmer who has provided the site(s) for the implementation of the Farmer Field School after consultation among the group members and the FFS Facilitator in

Village: _____ District: _____

This agreement has the following conditions,

- 1.1 The host farmer shall allow group members free access to the Farmer Field School site for the agreed period of one year.
- 1.2 Trees established in the Host Farm shall become the property of the host farmer after the graduation. The host farmer and the members shall agree on how to collect and share seeds and scions from the trees/fruit trees planted in the host farm.
- 1.3 Other crops harvested during the season shall be decided by the group members.
- 1.4 All inputs provided by the project shall be used for running the Farmer Field School activities.
- 1.5 Seedlings produced in the group nursery are property of the group.

Signed,

Host Farmer		On Behalf of the Group	
Name	Sign	Name of Chair person	Sign
		Name of Secretary	Sign
Date		Date	

Witnessed by:

◆ Name of Village Chairperson: _____

Signature: _____ Date: _____

Village: _____ District: _____

◆ Name of Facilitator: _____

Signature: _____ Date: _____

Format Example 7. FTC Host Farm Agreement

FTC Host Farm Agreement

**Between Farmer Field School (FFS)
and
Farmer Training Centre (FTC)**

This agreement is jointly entered between the Farmer Training Centre (FTC)/ARDO and the Farmer Field School group:

Name of FTC:

Name of the FFS:

According to this agreement,

The FTC host farm is defined as the farm provided by FTC/ARDO for the implementation of the Farmer Field School after consultation among the group members and the FFS Facilitator in

Name of FTC: _____

Sub village: _____

Village: _____

District: _____

This agreement has the following conditions,

The FTC/ARDO shall allow group members free access to the Farmer Field School site for the agreed period of one year.

The FTC shall be allowing _____ area of farm land as FTC Host farm for FFS groups for the agreed period of one year and four months of FFS activity.

The products from coppicing tree species in wood lot enterprise shall be shared 100% for FFS members during 5 (Five) years after FFS activity.

The first product by Fruit orchard enterprise shall be shared 100% for FFS members.

Other annual crops, fodders and vegetables harvested during the FFS period shall be shared 75 %for the group members and 25% for the FTC.

All inputs provided by the project shall be used for running the Farmer Field School activities.

Seedlings produced from FFS nursery in the FTC shall be shared 75% for the group member and 25% for the FTC.

Signed,

FTC/ARDO		On Behalf of the Group	
Head of Agriculture:	Sign	Name of Chair person	Sign
FTC Committee Chairperson	Sign	Name of Secretary	Sign
Date		Date	

Witnessed by:

Name of Village Chairperson: _____

Signature: _____ Date: _____

Village: _____ District: _____

Name of Facilitator: _____

Signature: _____ Date: _____

Format Example 8. FTC Host Farm Agreement for woodlot

Agreement on Woodlot Enterprise Implementation in FTC host farm by FFS groups

1. Objectives of woodlot production in FTC-FFS

To learn establishment and management of woodlot production, and further disseminate the community about the know-how of woodlot production.

To demonstrate importance and benefit of woodlot production to the communities through production, harvesting and benefitting practice.

To show good example of how Natural Resource Management sector in Lift valley area overcome current problems on degraded land through tree planting.

2. Preconditions

The plot size of FTC farm in which the FFS groups are going to implement wood lot enterprises should be more than 1 ha.

The size of woodlot in FTC for a FFS group should not exceed to 200m² so as not to disturb other agriculture practices.

3. Establishment and maintenance of woodlots

Any two species can be selected for the experiment of FFS woodlot. However, trees of native species are no recommended since it will be confused as natural stands and cannot be harvested later.

Establishment of woodlot experiment in the FTC host farm will be done during the FFS sessions under control of FFS facilitators.

FFS members have to monitor the trees planted in the host farm at least once a month even after FFS graduation until harvest and have to conduct necessary operations e.g. weeding, pruning, lopping. Branches can be used totally by FFS members. FTC has to allow the FFS members to work for that.

In case of any problems observed in the FTC host farm, the FFS group shall report to the FTC committee as well as to the District.

4. Harvesting/Benefit Sharing

FFS members have right to harvest the trees planted in the FTC host farm, once in each plot of experiment within 3 to 5 years after FFS graduation.

The harvesting date after 3 years from graduation is to be proposed by the FFS groups and agreed with the district Natural Recourse Expert in charge. This is also to be informed to FTC.

The trees, which will coppices, can be harvested 100% of trees planted since their stamps will remain to the FTC and continue producing wood.

The trees, which will not coppice, can be harvested 65% of trees (in number) planted. Which trees to be harvested, should be advised by NR experts according to the principles of thinning practices.

All harvested tree products are to be shared as 25 % to FTC and 75% to the FFS members (and equally shared among the members).

The district is recommended to hold a field day at the time of the harvest to share the experience to the nearby communities.

Signed,

FTC/ARDO		On Behalf of the Group	
Head of Agriculture:	Sign	Name of Chair person	Sign
FTC Committee Chairperson	Sign	Name of Secretary	Sign
Date		Date	

Witnessed by:

Name of Village Chairperson: _____

Signature: _____ Date: _____

Village: _____ District: _____

Name of Facilitator: _____

Signature: _____ Date: _____

Format Example 9. Field day proposal

Field Day Proposal

Date:

Name of FFS:

Sub-Village:

Village:

District:

1. What observed between the plots through your experiments?

2. Which treatment looks better for you and why do you think so?

3. What can your neighbor learn from your Host Farm and experiment?
What is new to the community? What were important findings?

Signatures;

FFS Chairperson: _____

Secretary: : _____

◆ FFS Facilitator's Recommendations:

Signature of Facilitator: _____

Format Example 10. Field Day Report

Field Day Report

Date:

Name of FFS: Village: District:

Subject	Observation	Evaluation	Point %	Recommendation
General Arrangement		Good		
		Fair		
		Poor		
Demonstration of Host Farm Activities		Good		
		Fair		
		Poor		
Visitors Impressions /Responses		Good		
		Fair		
		Poor		
Guest (Who, Speech Summary)		Good		
		Fair		
		Poor		
Attendance		Good		
		Fair		
		Poor		
	Members	Persons		
	Visitors	Persons		
Total	Persons			

What did you teach them?	
Other Comments	

Format Example 11. Exchange Visit Proposal (if necessary)

FFS Exchange visit Proposal

FFS group Name:

Name of Visiting FFS ;

Village ;

Sub-village

Number of members ; Male Female Total

FFS to be visited ;

Village ;

Sub-village ;

Date of visit ;

Time of visit ;

Name of FFS chair person ;

Signature ;

Name of FFS secretary ;

Signature ;

Name of Facilitator ;

Signature

Format Example 12. Exchange Visit Report (if necessary)

Exchange Visit Report

No. of person _____

Date _____

Your Group

Group Name	
Division	
District	

Visited Group

Group Name	
Division	
District	

Subject	Observation	Evaluate The Group Visited	Point %	Evaluate Your Group in comparison	Point %	Give reason Why you evaluate like that
AESA in General		Good		Good		
		Fair		Fair		
		Poor		Poor		
FFS Session in General		Good		Good		
		Fair		Fair		
		Poor		Poor		

Subject	Observation	Evaluate The Group Visited	Point %	Evaluate Your Group in comparison	Point %	Give reason Why you evaluate like that
Enterprise in General		Good		Good		
		Fair		Fair		
		Poor		Poor		
PTD in General		Good		Good		
		Fair		Fair		
		Poor		Poor		
Performance of Host Team		Good		Good		
		Fair		Fair		
		Poor		Poor		
Performance of Facilitator		Good		Good		
		Fair		Fair		
		Poor		Poor		

What did you learn from them? (If any)	
What did you teach them? (If any)	
Other Comment	

Format Example 12. FFS Learning Proposal for Wet Season

FFS Learning Proposal for Wet Season

Name of FFS: Village: Kolbe

Type of enterprise: _____

1. Experiment Design

1). Experiment Design

2). Type of comparative experiment (with Fertilizer, with compost, Compost with Fertilizer and control)

3). With this comparative experiment, what can you learn?

2. Cost

Seed/ and other input	Quantity	Unit Price	Total Cost	Responsibility
				Group Project
				Group Project
				Group Project
				Group Project
				Group Project
				Group Project
				Group Project
				Group Project
				Group Project
Total Cost for Enterprise				Birr
Cost Covered by Group				Birr
Cost to be Covered by the Project				Birr

3. Group Account Balance

Previous Balance	Total amount for this proposal	Balance
Birr	Birr	Birr

Name of Chairperson and Signature _____

Date _____

Comment from facilitator

Signature of the facilitator

Date _____

Remark: Proposal has to be submitted on planed date and submitted to the

office by (_____).

