

Part III: Field Manual for FFS Facilitators

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Implementation Process

The two diagrams below illustrate the implementation flow and an indicative calendar for FFS for farm forestry and livelihood development. The FFS cycle with this guide is divided into 14 steps and each step has a sequence of actions with clearly defined responsibilities and outputs. More details on each step are provided in the following sections.

The starting month of the FFS is determined by the planting season. The critical steps during the early stage of FFS are Step 3: Enterprise Selection and Step 6: Establishment of the Host Farm. Enterprise Selection in Step 3 must be conducted in a democratic manner after the Facilitators introduce the “Profile” tool of RuralInvest to analyze the feasibility of selected enterprises. All logistical preparations have to be prepared for Step 6 to ensure timely planting.

Once the host farm is established, AESA sessions start in Step 7. Nursery establishment should start as soon as possible after members are accustomed to the AESA routine because nurseries offer many opportunities for PCE.

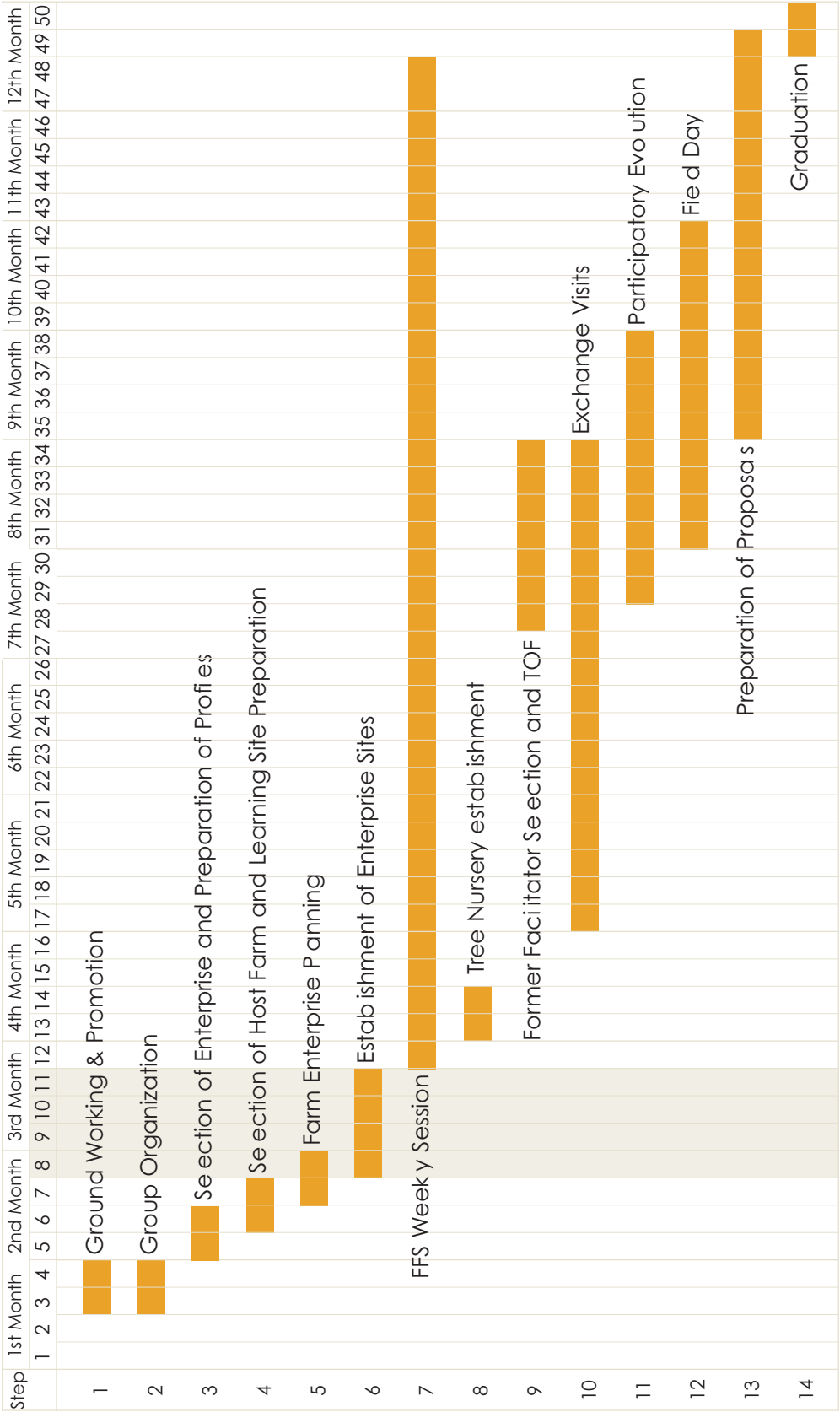
Before graduation, FFSs should be given the opportunity to carry out exchange visits and/or field days. In preparation for field days, the FFS should complete a participatory evaluation to finalize the presentation to visitors. Farmer facilitator selection and training should be conducted about the 7th or 8th month after inception. Once trained, the FFs should facilitate their own group to accustom them to run FFSs. These events require several weeks of preparation, so careful time coordination is required.

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Implementation Steps

STEP	MAIN ACTIVITY	MAIN ACTOR	OUTPUTS
1	Ground Working	Field Coordinator Facilitators	FFS Groups Selected
2	Group Organization	Field Coordinator Facilitators	Agreement Register sheets
3	Selection of Enterprise and Preparation Profiles	Facilitators Members	Enterprise selected Profile with Rural Invest prepared
4	Selection of Host Farm and Learning Site Preparation	Facilitators Members	Host farmer selected Preparation on learning site
5	Farm Enterprise Planning	Facilitators Members	Field comparative experiment design and proposals prepared
6	Establishment of Enterprise Sites	Facilitators Members	Enterprise site prepared
7	LFFS Weekly Session	Facilitators Members	Weekly reports Monthly reports
8	Tree Nursery Establishment	Facilitators Members	Nursery PCE design prepared Nursery establishment
9	Farmer Facilitator Selection	Facilitators Members	Farmer Facilitators
10	Exchange Visits	Facilitators Members	Exchange visit reports
11	Participatory Evaluation	Facilitators Members	Participatory Evaluation Reports
12	Field day	Facilitators Members	Field Day reports
13	Preparation of Project Proposals with Rural Invest Module 3	Facilitators Members	Project Proposals
14	Graduation	Facilitators Members	Farmer Experts

Steps and Indicative Activity Calendar



Note: Weeks 8 to 11 are the indicative planting season



Step 1 Ground Work and FFS Promotion

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STEP 1

Purpose	<ul style="list-style-type: none"> ■ Identify farmers who are willing to participate in FFS and share knowledge with their neighbours. ■ Identify constraints and opportunities for FFS implementation. ■ Share FFS concepts and implementation methods with potential groups and/or farmers.
Main Outputs	<ol style="list-style-type: none"> 1. FFS Groups selected 2. Constraints and Opportunities identified
Time Estimate	One to four visits within two weeks
Important Points	<ol style="list-style-type: none"> 1. Briefing. <ul style="list-style-type: none"> ■ FFS programme should ensure that provincial/district administrations are well informed about the programme and seek their support for FFS activities. 2. Member Selection. <ul style="list-style-type: none"> ■ Member selection should be transparent and based on the agreed selection criteria. ■ Never make an arbitrary choice. This would likely cause social and political problems at a later stage, and affects the ability of the FFS to continue. ■ Field Coordinator must carefully manage the situation when local government officials and politicians want to become directly involved in the selection processes. It is important that the selection process is based on the objectives of the programme and FFS. ■ Use a ballot system to select members if there are more than 30 qualified applicants. 3. Location of FFS. <ul style="list-style-type: none"> ■ Physical access to the FFS host farm should be thoroughly analyzed.

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STEP 1

continued

- Select easy access communities during the early years of the programme.
- Consider the merits and demerits of group distribution (some examples are shown below).

MERITS	DISADVANTAGES
A <ul style="list-style-type: none">■ Impacts are visible.■ Easy to manage and monitor.■ Easy to form FFS network after graduation.	<ul style="list-style-type: none">■ Remote communities tend to be left out.■ The programme would receive complaints from non FFS communities.■ The programme may not have enough facilitators to support those communities with limited access.
B <ul style="list-style-type: none">■ Benefits will be equally distributed among remote communities.■ Extension workers are usually assigned to cover a wider area.	<ul style="list-style-type: none">■ High transportation costs.■ High backstopping costs.■ Difficult to monitor.■ Difficult to make impacts visible.

A: Concentration of groups within a few communities.
B: Dispersed selection of groups among different communities.

Sequence of Activities

- 1. Briefing for Provincial/District Administration, and other relevant agencies by Field Coordinators.**
 - Introduce the FFS programme to the provincial/district administration, other key stakeholders including NGOs and private sector companies.
 - Agree to conduct special topics that would require support from different institutions.
- 2. Meeting with Community Leaders.**
 - Meet with community leaders to introduce the programme and call a meeting to select FFS members.

3. Community Meeting and FFS Member Selection.

- Introduce FFS methodology, benefits and responsibilities of FFS members.
- Conduct a Mini-FFS and Q&A session (see below).
- Select FFS members according to the selection criteria.

4. Preparation of Group Location maps.

- Prepare sketch maps in relation to the nearest market centre (see Annex 3-7).

5. Registration of FFS as a legal entity.

- Register each FFS at the appropriate government office to make it a legal entity. Registration is usually needed before opening a group bank account.

**Priority Selection
Criteria**

Every FFS programme should develop selection criteria according to the policy of the programme. At least 30 to 40 percent of FFS members should be women. People who have participated in similar activities and/or received support from similar programmes should be excluded. The following are example criteria used in the FAO-LFFSs: Members should be

- Willing to participate weekly FFS sessions for a period of one year.
- Willing to work in a group and share knowledge with the neighbours.
- Women-headed households.
- Families belonging to vulnerable groups (low income, handicapped, ethnic minority etc.).

Lessons Learned**1. Meeting with Community Leaders.**

- It is recommended to provide a leaflet (see below, an example used in FAO-LFFS) that describes the FFS programme to the community leaders when arranging a community meeting to select FFS members.

2. During Community Meetings and Selection.

- Selection should not be conducted by a single facilitator.

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STEP 1

continued

The field coordinator or other facilitators should support the community meetings and selection process.

- Often only a few community members answer the questions raised by the FFS programme. It is important to involve the whole group by using facilitation skills such as “Talk Ball (see Step 2)”.
- Facilitators need to use the Q&A session effectively using the “Frequently Asked Questions” guide attached.
- When national level staff from HQ are present at the selection, their interventions in the selection process should be minimal and avoid undermining the authority of the facilitator. After all, it is the facilitators’ responsibility to organize the FFSs.
- The judgement of facilitators on the selection process should be respected, as long as the selection criteria are applied.
- After the selection, each member should be provided with the FFS leaflet.
- It may not be possible to complete selection of all members in one day. Do not rush the selection. It is important that the community understands the requirements of the FFS programme and selection criteria.

3. Facilitators are New in the Area.

- If a facilitator is new to his/her assigned geographic area, local extension officers from other institutions should be asked to accompany the facilitator to initial meetings. Community members may be suspicious of unknown facilitators who visiting their community without proper introduction.

Graduations:

Members who have regularly and continuously attended will be qualified and awarded the certificate during the graduation ceremony.

**Sustainable Livelihood Development Fund**

The SLDF aims to support those who graduated from LFFS to scale up successful livelihood activities through the use of revolving loans to small groups. Once the group repays the loan, the funds can then be used to support others.

Beneficiary Selection Criteria

Applicants who want to join the project must be CFA members, be willing to work in a group and attend LFFS sessions once a week for a period of around 8 months. Only LFFS graduates will be eligible to apply for the SLDF. Each LFFS will have approximately 25 members and at least 40 percent of LFFS members overall must be women. The key priority criteria are as follows:

- Residential CFA officials within the forest border communities;
- Women headed households;
- Families with handicapped members;
- Family living within 3 km of the protected forest areas;
- Families with more than 5 children;
- Families among the vulnerable of CFA members;
- Families living in remote upland areas, with relatively limited external access;
- CFA members who are willing to start saving for future investment; and
- CFA members who have not received support from other donors/NGOs.

Sustainable Livelihood Development Project in the Mau Complex**Farmer Field Schools****Sustainable Livelihood Development Project in the Mau Complex****Project Goal**

This project aims to enable community members living adjacent to forests to develop sustainable, environmentally positive alternatives to destructive forest exploitation through

- Testing and demonstrating feasible approaches to livelihood improvement for forest-adjacent communities;
- Creating a revolving fund to help groups adopt promising sustainable livelihoods; and
- Contributing to renewed community capacity building through re-engaging in CFAs and developing CFA capacities.

This project goal will be achieved through providing opportunities to develop livelihood development skills in Livelihood Farmer Field School (LFFS) and access to the Sustainable Livelihood Development Fund (SLDF).

Target Beneficiary and Project Area

The project intends to bring benefits to both male and women CFA members who participate in conservation and management within the following eight forest stations of Mau Forest Complex:

Sorget; Londiani; Makutanjo; Maragat; Tendano; Kericho; Keresoi; and Masaita.

Livelihood Farmer Field Schools (LFFS)

Farmer Field Schools (FFS) are an experience-based, innovative, participatory and interactive way of learning, and have the following general objectives:

- To build the farmer's capacity to analyze their farming systems and to identify their main constraints,
- To test possible solutions suitable for their farming system by using simple comparative experiments which build on existing knowledge,
- To enable farmers to adapt existing technologies, or to adopt new technologies so that they become "experts" who are more capable and responsive to changing conditions.

Important Aspects of Farmer Field Schools**Weekly Sessions:**

Learning subjects are selected and decided by the participants. Both enterprise related (crops, forestry, livestock, horticulture, etc.) and non-related (health, home economics, leadership etc.) learning sessions are organized by facilitator and conducted during FFS every week.



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Promotion: 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.

Materials: A4 Papers, Pens, one or more tick specimens (insects).

Time: Around 45 minutes

Steps

1. Ask a few volunteers to draw a tick or any other common insect/pest



2. Collect the drawings & displays them to all.



3. Ask how many legs the ticks (or other insect) in the drawings have and the participants look, count and share what they see.



4. If the number of legs differs from drawing to drawing, the facilitator mentions that people have different ideas on the number of legs of the tick and asks “Which is correct?”
5. After some discussion, facilitator brings out a tick 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.)
6. Confirm the number of legs.

Key Messages for the farmers:

- Knowledge and technologies are not always something brought by outsiders such as extension workers. Farmers can develop their own capacity. FFS helps farmers to identify what they know, and what they do not know, and to understand what they do know may not always be correct. Through observation and discussion, we are able to know our misconceptions; our knowledge on something we previously thought that we knew very well is not always correct. FFS provides an opportunity for participating farmers to confirm what is right to them through collective observation and discussion. So say to the farmers “You can develop your own solutions with FFS” and “Let’s observe the fields together with your farmer colleagues without prejudice”.

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Frequently asked questions

General Questions about FFS

Q1. What is FFS?

A: FFS is often described as a school without walls for improving farmers' decision-making capacity and stimulating local innovations for sustainable agriculture or forestry. It is a participatory approach, which gives farmers an opportunity to make a choice in methods of production through discovery-based learning tools.

Q2. What will we receive from FFS?

A: Little in terms of materials and money. However, we will provide you with opportunities for you to gain important knowledge that will eventually lead to improvement of your livelihood.

Q3. How do you improve our livelihood?

A: FFS would not directly improve your livelihood. It is like a school. After graduating from FFS, we expect that you will be able to improve your livelihood by yourself by using knowledge you gained and/or learned during FFS.

Input material

Q4. Why does one FFS allocate only a small amount of learning inputs per group?

A: FFS provides a method of learning and developing capacity; it is not a project to provide material to groups or individuals. FFS encourages you so that each individual learns from the field and replicates the learning experience on their own farms. It is important to use small quantities of material inputs so that many farmers can afford to do the same using their own initiative.

Q5. Will FFS directly provide benefit to individuals?

A: FFS is a school. Each individual is benefiting from building knowledge in the school. No, FFS will not provide direct material inputs to individuals. It will not provide, for example, seeds and seedlings to each individual. However, it is up to the members to decide how to use the produce from agricultural crops and seedlings grown at the group learning sites.

Q6. What happens to the balance of learning inputs (funds) if any after FFS?

A: Groups are advised to commit all their FFS group fund before graduation. If groups still have some money left, they could start another field comparative experiment.

Q7. Can FFS assist in borehole sinking and bridge construction or assist the resource poor.

A: We understand the situation of the farmers. But at the same time, we have our own limits and cannot provide all that the farmers ask for. It is important for us to extend out our efforts to as many farmers as possible with our limited funds in promoting sustainable land use.

Income Generation Combined with RuralInvest and Investment Fund**- If an FFS project has a scope for scaling-up activities-**

Based on the experience of FAO-LFFS, farmers were very interested to obtain information of the loan and its conditions. It is usually difficult for an FFS programme to be fully informed on all loan conditions and terms at the inception of the project. Explain clearly what is known and not known at the time of the meeting. Some of questions raised during the FAO-LFFS promotion are provided in the following.

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STEP 1

Q8. Can the FFS be given additional money?

A: Yes. It is anticipated that the participating farmers would continue what they learned at the FFS in their own farms. There are many ways that small investments could improve activities on your farmlands. It may be possible for a small investment fund to assist you to scale-up the enterprises you learned.

Q9. Can everybody apply for investment loan?

A: Only FFS graduates are eligible for the loan.

Q10. Can an individual borrow money?

A: No. The loan will be given either to FFS or clusters (small groups of 5 to 10 members) under the FFS.

Q11. What would be the procedure for getting the loan?

A: All FFS or clusters will be required to prepare a proposal with assistance from facilitators and RuralInvest. The proposal will be submitted to the programme where we analyze the feasibility.





Step 2 Group Organization

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STEP 2

Purpose	<ul style="list-style-type: none"> ■ Level expectations with a clear understanding of what the FFS programme can and cannot provide. ■ Establish the basic agreement with the group to start FFS activities. ■ Register group members. ■ Establish group norms. ■ Decide the stationery to be purchased and delivered by the programme. ■ Conduct a baseline survey.
Main Outputs	<ol style="list-style-type: none"> 1. Group agreements. 2. Stationery delivery notes. 3. Member registration sheets. 4. Group bank account.
Time Estimate	Two Weeks
Important Points	<ol style="list-style-type: none"> 1. Levelling farmers' expectations (see page 81). <ul style="list-style-type: none"> ■ Avoid raising false expectations of FFS among group members. ■ Farmers must understand that FFS's low inputs for activities are important for them when it comes to replication at their own plots. People may hesitate to replicate technologies from FFS after graduation if the learning materials / inputs are too expensive. Even if a programme has investment funds to support FFS graduates, it is important to stress the wise use of locally available material. 2. Confirmation of acceptance. <ul style="list-style-type: none"> ■ Facilitators should not convince group members to take an immediate decision on starting FFS. The group

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STEP 2

continued

members need to have a clear overview of what FFS can offer before deciding to participate.

- Signing of the agreement should be carried out only after giving one week for the members to understand its contents. The facilitator should not hurry the signing process.

3. Weekly reports.

- If a mobile phone monitoring system is available, explain the system and elect one Monitoring Officer who is capable to use a mobile phone.
- If such technology is not available, the use of the weekly reporting template has to be explained to the members.
- The weekly report should be completed by members, not by the facilitator, at the end of every FFS session.

4. Formation of sub-groups.

- Make sure that each sub-group includes a literate person.

5. Stationery.

- In ISFP, all stationery was procured and delivered by the project. The FAO-LFFS uses a combination of project procurement and FFS procurement. It is recommended that FFS members should provide whatever materials are available in their locality such as wall clock or cloth tape measure.
- Depending on the programme policy of fund disbursement and material delivery, the programme and FFS members must agree what is to be purchased and delivered by the programme.

6. Baseline survey.

- All members must be surveyed to allow the impact of the FFS programme to be measured.
- There are many methodologies available for baseline survey and impact assessment. Thus, an appropriate method needs to be selected.

Sequence of Activities

- 1. **FFS orientation.**
 - Provide clear guidance on FFS activities.
 - An example of a timetable for orientation is provided below.
- 2. **Confirmation to become FFS members.**
 - Confirm selected members wish to participate in the FFS as a group.
- 3. **Selection of FFS leaders.**
 - Select and appoint the following group officials:
 - Chairperson;
 - Vice chairperson;
 - Secretary;
 - Treasurer;
 - Time keeper; and
 - Monitoring officer.
- 4. **Formation of sub-groups (see page 82).**
 - Divide members into four or five groups.



- Prepare agreed group objectives (slogans) and select the leader of each sub-group.

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STEP 2

continued

5. Assigning the host team (see page 84).

- Explain the role of the host team.
- Select one sub-group and assign the role of host team.

6. Deciding the FFS meeting day.

- Decide the FFS meeting day.

7. Participatory Introduction.

- Conduct pair-wise interviews (see page 86).

8. Group agreement (see page 87).

- Undertake a Q&A session on the agreement.
- Agree on obligations/responsibilities of both the project and the group.
- Group officials sign the agreement.

9. Registration of members (see page 88).

- Before starting each regular FFS session, record which members are present using the “roll call”.

**10. Stationery.**

- Agree on what is to be provided by either the project or the FFS, using “A Standard List of Stationary and Procurement Responsibility” (see page 91).
- Deliver basic stationery necessary to conduct FFS sessions for the initial steps.
- Upon delivering the agreed stationary items, get

"Stationary Delivery Note" signed by the Chairperson (see page 91).

11. Group norm agreement.

- All members must agree on the group's rules including learning attitudes, participation etc.
- Examples of Group Norms:
 - Do not bring politics to FFS.
 - No smoking in the class.
 - Do not come drunk to the session venue.
 - Respect other peoples opinions.
 - Conflicts to be solved democratically.
 - Every participant and facilitator to keep to the timetable.
 - Late comers pay designated fines.

12. Baseline Survey.

- Carry out a baseline survey with the Form (see page 92).

Lessons Learned

1. Deciding the meeting day.

- Avoid market day when deciding the group meeting day.
- Avoid Monday for the FFS meeting day. The FFS programme needs a day for facilitator meeting and event preparation.

2. FFS orientation.

- FFS orientation is the key to make participants understand the FFS properly.
- It takes time for the many group members to understand the whole concept of FFS. Thus, do not hurry.
- FFS orientation contents should be well understood by facilitators. It should be introduced during the TOF seminar.

3. Dealing with high expectations of the farmers.

- At the start of FFS, group members will not have a clear concept of FFS. Many people tend to expect a government/ NGO programme to provide immediate

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STEP 2

continued

and tangible benefits (donations). When they find there is nothing other than learning, some may wish to withdraw from the FFS. It is important, however, not to convince those people to remain at the FFS. It is difficult to change such people’s attitude and they might create unrest during later stages.

4. Talk Ball

- Make and use a talk ball to avoid dominance of a few members and improve the level of participation among people who are inactive in discussions (see page 93).

Proposed Time Table for FFS Orientation

Time	Topic
8:30 - 8:35 am	Opening Prayer
8:35 - 9:00 am	Project Background & Activities
9:00 - 9:30 am	What is a Farmer Field School (FFS)
9:30 - 9:45 am	Project Inputs
9:45 - 10:00 am	Self-introduction of FFS Members
10:00 - 10:30 am	Important Aspects of FFS (Host farm, PTD, AESA)
10:30 - 10:45 am	Q & A and General Discussions
10:45 - 11:00 am	Confirmation of Acceptance
11:00 - 11:30 am	Deciding the FFS meeting day
11:30 - 12:00 pm	Election of Group Officials
12:00 - 12:30 pm	Formation of Sub-groups and Role of Host Team
12:30 - 13:00 pm	Registration of Members

Levelling of Expectations

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STEP 2

If you feel that some group members have not properly understood the FFS concept, you can conduct a “Levelling of Expectation” session.

The general objectives of the session are:

- to find out participants' expectations for the FFS sessions;
- to identify farmers' expectations that do not match with the FFS framework; and
- to identify participants' key areas of interest.

The session can be conducted by asking following key questions:

- What do you hope to gain from FFS?
- What do you expect from the facilitators?
- What do you expect from the project?
- What do you think that the facilitators expect from you?
- What do you think that the project expects from you?

Initially, it is difficult for group members to clearly understand what the FFS programme can provide; many people tend to think that any project would bring material benefits or cash to them. Repeat the process if expectations do not match the FFS concept. Facilitators should conduct “Levelling of Expectation” at the start of FFS to make clear both responsibilities and limitations of the project as well as those of the participants. Use the “Frequently Asked Question” section of this manual as a reference in explaining to the participants.

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STEP 2

Formation of Sub-group

Sub-grouping is an activity designed to divide the participants into smaller groups to maximise their participation and to increase the effectiveness of activities. Each sub-group is responsible for a treatment or plot in the field comparative study and takes turn to host FFS sessions.

The following are some of the merits of having sub-groups in FFS:

- it is difficult to work with big groups;
- sub-grouping provides an opportunity for all members of the group to participate actively;
- it increases each individual's responsibility;
- it enhances a sense of ownership in the learning process; and
- small groups encourage people to pay more attention to the sessions.

Often only a few group opinion leaders will dominate discussions when the whole group participates in a group discussion. Such situation would not benefit the other group members. Dividing a group of 20 to 30 participants into small groups will increase the chance for relatively shy participants to participate proactively in the sessions. Each sub-group will also be given time to work together in field activities and present findings, which provides every participant with an opportunity to express their ideas and opinions in front of people.

Important Consideration in Sub-Grouping.

The number of sub-groups in an FFS will depend on the number of the members. In practice 4 (not less) to 5 sub-groups are appropriate. However, it is important to make sure that each sub-group includes at least one literate person who would be able to help other people in conducting FFS. The following characteristics should be taken into consideration:

- Gender balance;
- Number of illiterate persons;
- Age distribution; and
- Talent/Profession/Capacities (some people may happen to be former teachers and/or government employees).

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Assignment of Host Team

STEP 2

A host team is a sub-group that is in charge of all of the activities of a particular FFS session. Every week, one sub-group is assigned the role of the host team, on a rotational basis. This provides an opportunity for all members to take on managerial roles during the FFS sessions.

The following are some of roles the host team is expected to perform during the FFS session:

- Arrange the venue and keep the learning site clean;
- Check the attendance of members;
- Facilitate the recapitulation session (to be done by previous host team);
- Introduce the resource person/guest speaker;
- Facilitate the members to follow the programme;
- Serve as time keeper;
- Distribute training materials and any other materials as necessary;
- Assist with necessary logistics;
- Facilitate and lead energisers and group dynamics;
- Carry out other functions assigned by the facilitator; and
- Hand over the host team duties to the next host team (sub-group) at the end of session.



Host team sitting together (at centre behind)
- Roll Call at the beginning of the FFS session -

Duties within the host team also rotate, and one person should not repeat the same duty during the next host team assignment.

Bad examples of host team practice.

The followings are examples of bad Host Team practice:

- Only a few members in the host team are active and leading the session (other sub-group members are not an effective part of the host team);
- Sub-group members do not work together; and
- Some host team members are absent.

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Pair-wise Interview

STEP 2

The pair-wise interview is a participatory facilitation method to “break the ice” among participants at the start of FFS. This helps participants to get to know each other better and provides a relaxed atmosphere.

Materials: a piece of paper and a pen for those members who can write (illiterate members should use their memory).

Time: Around 45 to 60 min (Time depends on the number of participants).

Steps

1. Divide the participants into pairs by combining persons who do not know each other well.

2. Ask each member to interview their partner by focusing on questions such as:
 - What is your name?
 - What is your favourite food?
 - Which hobbies do you practice?
 - Other important information about oneself that people should know (5 min.)

3. Each member introduces the partner to all participants in 2 min, summarizing the information obtained during the interview.



Extension-led-FFS Agreement

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STEP 2



Sustainable Livelihood Development Project (SLDP) in the Mau Complex



Livelihood Farmer Field Schools Agreement

1. This agreement is jointly entered between SLDP and the group known by the following name,

LFFS Name:

Registration Certificate No.:

District:

2. This agreement has been entered on a voluntary basis without any coercion and is for the implementation of social forestry activities using the Farmer Field Schools (FFS) extension methodology in the project area. **The group members are expected to implement in their farms what they have learnt in the group host farm and share the information with their neighbours.**

3. This agreement has the following conditions.

1. The group has the following responsibilities:

- Willing to participate in the FFS facilitation process for social forestry activities.
- Use of the fund (Ksh 30,000) for LFFS activities only.
- Use project inputs for agreed FFS activities only.
- With the assistance of the FFS Facilitators, to hold field days for information sharing.
- Graduate after successfully completing FFS activities with more than 75% attendance.
- Report to the project on the use of the fund.

2. The SLDP has the following responsibilities:

- Provide Ksh 30,000 (Thirty thousands only) in bank transfer for purchasing learning material over a period of 50 weeks to support LFFS activities.
- Provide initial stationery (50 News prints, 5 felt pens, and 2 masking tapes).
- Monitor group performance and provide necessary backstopping.
- Shall stop further assistance if the group deviates from the agreed activities.

Signed,

On behalf of the group,		On behalf of the project,	
Name of Chairperson	Signature	Name of Field Coordinator	Signature
Date		Date	

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Roll Call

STEP 2

The main purpose of the roll call is to assess attendance by members. It is the key criterion to determine which members are entitled to graduate and to receive the FFS certificate from the project. In ISFP, FFS members who were absent from more than 25% of meetings were not entitled to graduate.

Attendance is also an indicator of how the members perceive the quality of the FFS and facilitators. FFSs that have good quality facilitators tend to have higher attendance rates. Most FFSs face a decline in attendance at the early stages when people realise that FFS does not provide “quick money and donations”. However, those who remain become the core members and their performance generally tends to be good. If the number of members in each sub-group becomes unbalanced, rearrange the subgroups into equal numbers.



Attendance Register.

Each FFS should be provided with a record book for the role call. It is important to check members' attendance seriously and mark appropriately. If the roll call procedure is not respected, the members tend not to take FFS seriously.

Record attendance during the roll call as follows:

- If the members are present at the opening, Check “/”
- If the members are not present at the opening, Check “O”

- If the members are present at the end, Check “\”
- If the members are not present at the end, Check “O”

So members:

- Who were present for the whole session get “X”
- Who came late get “O\”
- Who excused themselves early get “/O”
- Who were absent for the whole session get “OO”

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STEP 2

A Standard List of Stationary and Procurement Responsibility

Item	Quantity	Responsibility		Total
		Group	Project	
Newsprint (Pack by ½)	0.5			
Felt Pens (Black, Blue, Green & Red)	12			
Refill ink (Black, Blue, Green & Red)	4			
Ruler (30cm)	3			
Crayons (12 colours)	3			
Counter book 2Q	1			
Mark book	1			
Receipt book	1			
Cash books 2Q	1			
Spring file PVC	1			
A4 loose leaf	1			
Carbon paper	6			
Masking tapes (1")	2			
Steel tape measure (5m)	3			
Clothe Tape measure (3m)	3			
Wall clock	1			
Group weekly report	1			
Iron storage boxes	1			
Plastic sheet	1			
Total				

Stationery Delivery Note

3

STEP 2

Stationery Delivery Note

Issued by Field Coordinator.....

Name of the Group

Please, receive the following goods in good order and condition.

Item	Quantity	@	Total
Newsprint (Pack by ½)	0.5		
Felt Pens (Black, Blue, Green & Red)	12		
Refill ink (Black, Blue, Green & Red)	4		
Ruler (30cm)	3		
Crayons (12 colours)	3		
Counter book 2Q	1		
Mark book	1		
Receipt book	1		
Cash books 2Q	1		
A4 loose leaf	1		
Carbon paper	6		
Masking tapes (1")	2		
Steel tape measure (5m)	3		
Cloth Tape measure (3m)	3		
Wall clock	1		
Group weekly report	1		
Iron storage boxes	1		
Plastic sheet	1		
Total			

Delivered by

Received the above goods in good order and condition.

Received by Signature

Designation Date

It is estimated that about US\$ 100 is required for the purchase of above mentioned items.

Baseline Survey Form (Sample)

LFFS Register Form

No.	Name	Age	Sex		
District:		Division:	Location:		
Sub-Location		LFFS Name:	Total Family Member (Living Together)		
Total Possesion of Lands	Total Agricultural Plot	Total Forest Plat			
acre	acre	acre			
Types of LFFS					
Current Production Level		No of Unit Produced Last Year			
Type of Unit					
Key Agricultural Production out of the Agricultural Plot above (yhe last year production)					
Type	No. of Bags	Kg per Bags	No. of Bags sell	Price per Bags	
Total Number of Timber Trees/ Species/ Last year Sell			Total Number of Fruit Trees/ Species/ Last year Sell		
Species	No.	Ksh	Species	No.	Ksh
Other Production (the last year production)					
	Possession	No. of ...	No. of Sell	Total Revenue	
Nursery	Yes / No				
Bee Hives	Yes / No	Hives			
Fish Pond	Yes / No	Pan			
Poultry	Yes / No	Chicken			
Cattle	Yes / No	Cattle			
Sheep/Goats	Yes / No	Sheep/Goats			
Signature					

Group Practice: Talk Ball

3

STEP 2

There are always shy people who do not express their ideas in front of other people. The “Talk Ball” facilitates shy people to speak up. This method also helps to improve the level of participation.

How to make a Talk Ball:

1. Use two to three newsprint papers and tapes to make a ball.



When to use it:

- Whenever only a few members are contributing to a discussion. To get an opinion from all members one by one, throw the ball to the person whom you would like to speak. Only the person holding the ball is allowed to speak and the person who received the ball must give his/her opinion.
- After expressing an opinion, the ball will be thrown to other people who have not contributed.

3

STEP 2

**Key considerations.**

- Throw the ball equally among the members;
- Throw the ball intentionally to members who have been inactive in the discussions;
- Do not throw the ball to members who have already contributed to the discussion; and
- The person who received the ball should pass it on to other members (there is no need to return the ball to the facilitator).

3

STEP 2





Step 3 Selection of Enterprise and Preparation of Profile with RuralInvest

3

STEP 3

Purpose	<ul style="list-style-type: none"> Identify enterprise. Prepare profile of selected enterprises with RuralInvest.
Main Outputs	<ol style="list-style-type: none"> Enterprise selected Profile of selected enterprises prepared using RuralInvest
Time Estimate	<p>Three weeks:</p> <p>1st week: Discussion</p> <p>2nd week: Selection and Profile Definition</p> <p>3rd week: Profile Completion</p>
Important Points	<ol style="list-style-type: none"> Review of enterprises. <ul style="list-style-type: none"> Facilitators should not advise on which enterprises to select. The group might fail if the local environment is not suitable for the selected enterprises. Make sure that the selection of the group enterprise is part of the learning process of FFS. The facilitators also need to make sure that the selection is based on the merits of collective learning, and not for the benefit of the host farmer or opinion leaders. Selection of enterprises. <ul style="list-style-type: none"> Start with a simple and easy enterprise which appears to offer potential for improved incomes for participants. If members try to select more than two enterprises, you should facilitate them to reduce the total number of enterprises to avoid future confusion in AESA. If a collective decision on the selection of enterprise proves difficult, facilitators should advise the group to hold a ballot (10 stones method – see page 102) to promote democratic decisions.

3

Sequence of
Activities

continued

1. Review of enterprises.

- Review the enterprise catalogue and/or seek other enterprise options available.
- Discuss the following aspects of each proposed enterprise including:
 - purpose of each enterprise;
 - size of the learning site;
 - budget; and
 - expected benefits.
- Discuss in subgroups followed by plenary discussions.
- Conduct a Q&A session to clarify the issues to be addressed in FFS and members' questions about the enterprises.
- Carry out expectation analysis: recommended for members to understand better their own expectations.

2. Selection of enterprises.

- Select enterprises using open discussion and making use of the "Ten Stone" tool (see page 102).

3. Preparation of profile with RuralInvest module 2.

Using RuralInvest Module 2 (see Annex 3-8), prepare a Profile of each potential livelihood enterprise and forestry enterprise.

**Lead Questions
for Expectation
Analysis**

- What do you expect from this enterprise?
- What do you know of this enterprise?
- What kind of benefits will you get from this enterprise?
- 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 that may affect the enterprise?
- What kind of problems have you encountered in your farm activities?

- What kind of limitations do you face in carrying out this enterprise?
- Is there an available market for the products produced in this enterprise?
 - Make sure that the selected enterprise provides possible solutions for identified problems.

Lessons Learned

- 1. Enterprise selection.**
- Ensure that all members, especially those who are illiterate, understand the purpose, merits and costs of each enterprise.
 - Groups are not homogenous in their problems and interests. Therefore, it takes time for a group to select an enterprise. Give them sufficient time (a week or so) if time permits.

Suggested
Timetable
AESA Taking

A suggested timetable up to AESA follows. Allow approximately two and a half hours for the main activities of the day.

Time	Activity	Responsible
08:00-08:05	Prayer, Roll Call	Host team
08:05-08:10	Brief Recap	Host team
08:10-10:30	Main Activity of the day (AESA at later stage)	Facilitator
10:10-10:30	Group Dynamics	Host team
10:30-11:30	Special Topic	Facilitator
11:30-11:35	Review of the day's activities	Host team
11:35-11:45	Planning for Next week	Host team
11:45-11:50	Announcements	Host team
11:50-11:55	Roll Call, Prayer	Host team

3

STEP 3

RuralInvest Profile preparation

continued

1. RuralInvest: Module 2 - Profiling.

- FFS facilitators who will use RuralInvest should receive RuralInvest Training prior to using this tool. Module 2 manual includes the formats to be used in the profile preparation. However, proper use of the formats for Profile preparation requires 3 days training. For further inquiries on RuralInvest training, contact: Investment-Centre@fao.org
- Module 2 provides a simplified methodology and approach to facilitate the conversion of general ideas into specific investment profiles. Drawn up in the field with the direct participation of the FFS members, it helps them to better understand the reality of the enterprises that they want to practice - in terms of resources, costs and outputs.
- Profiling allows both FFS members and programme management to assess the apparent feasibility of the identified enterprise before putting it into practice.
- Facilitators who assist FFS members to prepare profiles of enterprises need to understand the key concepts of Module 2 (see Annex 3-8).

2. Implementation of module 2.

- Usually it takes two half day sessions, with data collection by members of the group between the two sessions, to complete the profiling of a selected enterprise.
- The purpose of the first session is to finalize the selection of the enterprise(s) to be considered and define in detail the cost, income and other aspects for which additional information will be needed. This is achieved by studying the RuralInvest formats and deciding what information is needed to complete each profile. In most cases, group members will need to obtain additional information from equipment suppliers, technical staff and other experts.
- In the second session, the RuralInvest formats will be completed and the group must then determine whether

the proposed enterprise is worthwhile or, if there is more than one potential enterprise, select the preferred one.

- Facilitators should not use the attached templates in the exercise with the FFS members. Instead, they need to work with the group on large sheets of manila paper or a blackboard so that everyone can clearly see the information.



- Once a group decision has been made, the facilitator should submit the completed proposal to the field coordinator who will then enter the data into the RuralInvest program on the computer.

3

STEP 3

Group Practice: Ten Stones

The “ten stones” exercise is a participatory method to capture participants' preferences. The method is appropriate when selecting multiple options including prioritizing issues and testing participants' preferences before further discussions. It is recommended to conduct the “Ten Stones” exercise when selecting group enterprises.

Procedure.

1. Use newsprint paper (Manila paper) and list the choices from which the selection will be made;
2. Lay the papers on the floor;
3. Ask all members to fetch 10 stones; and
4. Ask the members to vote according to their preferences, weighing their value with numbers of stones.

Rule.

Everybody has 10 stones each. Each participant must decide how many of the 10 stones to put on their favourite enterprises. For example, one can vote all ten stones on one enterprise if he/she thinks that choice must be selected. If the participant prefers, they can divide their stones between multiple enterprises (5 – 5 to two choices or weighted 8 – 2 to two choices, or 4-3-3 for three enterprises). It is recommended not to conclude the selection with this voting. Further discussion may be required. All participants should feel comfortable with the final selection, even though the ballot provides a democratic result.

Review of the results and repeat of voting.

After the ballot exercise, analyze/discuss the results with group members. The participants may not have captured well the rules of 10 stones ballot the first time. If they are not happy with the first result, it can be done a second time. If so, explain the rules again. After each ballot discuss the results of the voting before asking for a decision.

3

STEP 3



3

Financial and Economic Terms For RuralInvest Module 2

STEP 3

HELPING APPLICANTS TRANSFORM INVESTMENT CONCEPTS INTO REAL PROJECTS

- General Information.
- Investment Costs.
- Operating Costs.
- Fixed Costs.
- Output (income, users, benefits).
- Profitability or Cost per Beneficiary.

WHAT IS A PROJECT?

The expenditure of resources in the present to generate benefits in the future.

WHY PREPARE PROFILES?

- Ensure that the applicants understand what the project will involve.
- Avoid expending time and resources on FFS programmes for ideas that are not feasible.
- Increase the ownership of the project on the part of the applicants.
- Identify weaknesses early enough to modify the project successfully.

MAIN STAGES IN PREPARING AND USING A PROFILE

- Identify the project type that will achieve the given objectives.
- Define and prepare the project profile.
- Undertake the preliminary assessment.
- Revise the profile if necessary.

KEY SIMPLIFICATIONS USED IN PROFILES

- A profile looks at only a single point in time (when the project is fully operational).
- Instead of replacing assets when they pass their economic life span, a profile calculates an annual investment replacement allowance (or cost).

- A profile does not take into account financing costs (if credit is eventually to be used).
- Cost estimates may be approximate and are often not detailed.
- Associated costs (training, TA, systems etc.) are rarely included.
- Only limited attention is given to project organization, markets and environmental impact.

KEY FACTORS TO REMEMBER WHEN PREPARING AND ASSESSING A PROFILE

- The importance of demand.
- The availability of supply.
- Defining what operations will take place:
 - Who are the beneficiaries?
 - What will be the units of production?
 - What will be the production cycle?
 - What are the sales or output units?
- Categorizing the costs:
 - Investment costs.
 - Production or Operating Costs.
 - Fixed or General Costs.
- Environmental Impact.

MEASURES OF FEASIBILITY

Income Generating Projects:

- Net Income per Year (income less costs).
- Number of years required to repay the initial investment.
- Net income per year after including the annual investment replacement allowance.

Non Income Generating Projects:

- Total investment cost per beneficiary.
- Community contribution and donation per beneficiary.
- Annual operating costs per beneficiary.
- Annual fixed and variable costs per beneficiary.
- Paying for upkeep and maintenance.

3

STEP 3

Key Terms Used in RuralInvest Module 2

UNIT OF PRODUCTION

- Unit used to measure the volume and cost of production (e.g. hectares, boats, production lines, kg.).

PRODUCTION CYCLE

- The period during which production occurs (in months to a max. of one year).

ECONOMIC LIFE

- Number of years of use before an item is replaced.

MAINTENANCE

- The cost incurred in order to maintain an item in working order (not operating costs).

SALVAGE VALUE

- The value of an item at the end of its economic life.

EXTERNAL RESOURCES

- Resources provided by the supporting fund or project (as loan or grant).

OWN RESOURCES

- Resources provided by the beneficiaries (community or group applying for assistance).

INVESTMENT COST

- Cost of establishing the project, repeated only when the item reaches the end of its economic life.

OPERATING COST

- Periodic cost which depends upon the level of activity or scale of output (e.g. packaging, raw materials, water usage).

FIXED OR GENERAL COST

- Periodic cost which does not change as the level of activity or output changes (e.g. management, land tax, office expenses).

DIRECT BENEFICIARY

- Supplier, employee or client of a project and its services or products.

SALES UNIT

- Unit of measurement used for sales (kg, box, each, etc.).

TRANSPORT COST

- Cost of transporting one unit of input to the point of use, or one unit of output to the point of sale.



Step 4 Selection of Host Farm and Preparation of Learning Site

3

STEP 4

Purpose	<ul style="list-style-type: none"> ■ Select a host farmer. ■ Prepare a learning site.
Main Outputs	<ol style="list-style-type: none"> 1. Host farmer selected 2. Preparation of learning site started
Time Estimate	One to two weeks
Important Points	<ol style="list-style-type: none"> 1. Nomination of host farmers. <ul style="list-style-type: none"> ■ Read aloud the “Host Farmer Agreement” and the selection criteria to the members. ■ Do not rush the selection of the host farmer; facilitators should provide a week for the group to find good candidates for the selected enterprises and the learning sites. ■ Host farmers may want to provide poor quality (waste) land. Make sure that the land is suitable for developing a PCE. 2. Selection of host farmer. <ul style="list-style-type: none"> ■ Always carry out site visits to compare possible sites and examine feasibility, and prepare site designs for the selected enterprises as well as for the learning site. ■ Check the soil and land characteristics. If these are identified as too poor to support the selected enterprise, advise farmers not to select the land as the host farm. ■ Select the host farmer in a democratic way to avoid unnecessary group conflicts in the future. ■ Identify farmers who live in an area with easy access for the majority of the group members; this helps to maintain group activities.

3

STEP 4

continued

3. Host farm and learning site.

- If possible, locate the learning site in the same place as the enterprise site for ease of carrying out learning activities.

4. Size of host farms.

- Do not make a host farm too big. The cost of the establishment should not be too high; if it is too expensive, members may think that they could not copy the enterprises in their own farm without help from other sources.

5. Seating material.

- The groups should be advised to use locally available materials as much as possible in preparing the learning site.

**6. Provision of shelter.**

- Advise groups to construct a temporary roof or establish suitable seating under a tree to avoid rain and direct sunlight.

7. Physical problems for learning sites.

- The most common problems of learning sites are the lack of a flat area and shade. They are often covered

Sequence of Activities

with bushes; good sites are often already allocated for agricultural activities.

8. Unwillingness to use local available material.

- Some groups are unwilling to use local materials. They often think that implementing agencies should bring modern materials.

1. Nomination of host farmers.

- Review of the “Host Farmer Agreement” and criteria for the selection of a Host Farmer to provide clear guidance on responsibilities of being a host farmer.
- Provide poor examples of host farmers.
- Nominate host farmer candidates who are well accepted by community members.

2. Identification of the potential enterprise site and learning site.

- Visit proposed sites to confirm availability of the land and suitability of size and shape for the selected enterprises and learning site.

3. Selection of host farmers.

- Review the criteria again.
- Select the Host Farmer.

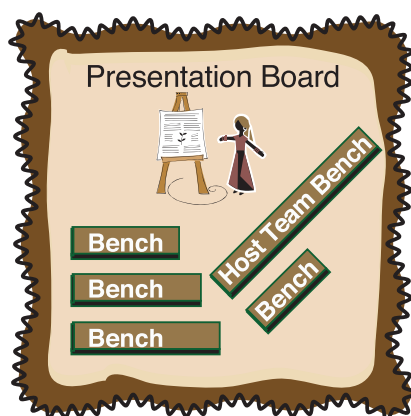
4. Design of leaning site.

- Prepare a design for the learning site.

The actual preparation of the Learning Site is done after the session as homework for the groups before the following sessions.

Lessons Learned

continued



Typical Layout of FFS learning site

5. Host farmer agreement.

- Signing of agreement between the host farmer and the group.

1. Characteristics of good host farm.

- Site suitable for the selected enterprise;
 - Site with good security so that crops are not stolen or destroyed (presence of host farmers at the host farm to provide security);
 - Free access guaranteed for the members by the agreement and bylaws;
 - Water availability for tree nursery;
 - Enough space for holding FFS sessions; and
 - Host farmer:
 - Respected by community members; and
 - Willing to hold field day for other community members.
-
- What do you expect from this enterprise?
 - What do you expect from this enterprise?
 - What do you know about this enterprise?
 - What kind of benefits will you get out of this enterprise?
 - 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?
- What kind of problems have you encountered in your farm activities?
- What limitations do you face in carrying out this enterprise?
- Is there a market available for the products produced in this enterprise?

1. Dealing with jealousy toward host farmers.

- Sometime, facilitators may encounter conflicts among members due to jealousy toward host farmers. Establishment of multiple host farmers could be advised **only if**:
 - the group selects two to three enterprises at the same time; and,
 - the location of the second/third enterprise sites are close to the learning site.
- Do not allow members to get the impression that they are working for the host farmers.
- Stress the responsibility of being the host farmer.

2. Selection of host farmer.

- Make sure the selection is carried out based on the merits of collective learning, and not for the benefit of the host farmer.
- Host Farmer selection is different from the selection of enterprises. Facilitators should provide to the groups as much advice as needed.
- The process of selecting an appropriate host farmer also helps groups to establish equal partnerships among members, which ultimately would undermine any attempt at dominance by the group leader.

3. Gender and Host Farmers.

- Land ownership: there are cases where a woman may not be in a position to decide on providing land for the group host farm.

3

STEP 4

Home Work

continued

4. Learning site.

- Farmers can be very innovative in preparing learning sites; encourage the use of local material.

1. Preparation of the leaning site.

- Clearing of bushes.
- Ground levelling.
- Arrange comfortable seating arrangements: e.g. benches (where applicable).
- Preparation of two stand frames for presentations and display of the timetable.
- Construction of temporary shade or roof.

Learning site preparation might take more than a day, especially preparing the seating arrangement and roofing. These constructions should be undertaken in parallel with other activities.

Learning Site

3

STEP 4

Seating Arrangement



Temporary Roofing Structure



3

Necessary Items for Learning Site

STEP 4

Prepare or find locally the following items to allow FFS sessions to run properly.

A Large Board for pinning Flip Charts, News Print and the Timetable. A table turned on its side can also be used.



A Clock is needed for effective time management during FFS sessions since many members do not have watches.



Many FFS groups meet under a big tree

Sample for Host Farmer Agreement

3

STEP 4

Host Farmer Agreement



Sustainable Livelihood Development Project (SLDP) in the Mau Complex



The Host Farmer Agreement

This agreement is jointly entered between the farmer, and the Host Farmer.

Mr/Ms: Referred to as the Host Farmer
and the chairman of the group on behalf of the group.

Farmer group named:

Registration Certificate No:

District:

According to this agreement,

The host farmer has agreed to his/her site(s) to be used for the implementation of social forestry activities under the Livelihood Farmer Field Schools (LFFS) after consultation among the group members and the facilitator.

This agreement has the following conditions.

- 1.1 The host farmer shall allow group members free access to the LFFS 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 of the group. In case of fruit trees, the host farmer shall allow the group members to obtain scions from the host farm for grafting purposes and in case of trees, the group shall agree on the collection and sharing of seeds.
- 1.3 Other crops harvested during the LFFS shall be used based on group members' consent.
- 1.4 All inputs provided by the ISFP shall be used only for the LFFS activities.

Signed.

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

Witnessed by

Name of Facilitator Signature

Date.....

Division District.....



Step 5 Farm Enterprise Planning

3

STEP 5

Purpose

- A FFS participatory planning process where the group members learn the skills of designing enterprises and prepare a proposal for the selected enterprises.

Main Outputs

- Participatory comparative experiment (PCE) design.
- Enterprise and PCE proposal.

Time Estimate

1st week: PCE design and site clearing.

2nd week: Layout and adjustment of the PCE design.

3rd week: Preparation and submission of Enterprise proposal.

Important Points

- PCE design.**
 - The PCE designs in the enterprise catalogue are just examples. FFS and Facilitators could modify them or develop new ones according to local conditions.
 - Members' interests vary, but there should be a focus on the issues identified in the PCE design and discussions.
 - Make sure that at least one person in each sub group understands the concept of PCE and ask them to share with members who are not clear about the concept.
 - Use the local language as much as possible in explaining the concept of the PCE design.
 - Reduce costs by promoting the use of local materials.
 - Enhance members' planning skills.
 - Consider the size and cost of each enterprise; the higher the cost, the less it might be replicated by the FFS members, if investment funds are not made available by the project.
 - Identify existing traditional technologies and include them in the PCE.

3

STEP 5

continued

2. Adjustment of PCE design.

- Adjust the prepared PCE design according to land size and characteristics before preparing the Enterprise and PCE proposal.

3. Availability of materials.

- High quality seedlings, especially fruit seedlings, may not be available at the time of planting. Therefore, it is important for the project management to estimate the number of seedlings required for the year and procure enough seedlings prior to receiving the PCE proposals.
- Varieties of agricultural seeds necessary for the enterprise trial may not be available in local towns. In addition, some crop varieties recommended by agricultural officers may not be available in small quantities. Thus, facilitators must conduct market research to find out the availability of seed varieties.

4. Timing of delivery.

- The rain may not start when expected before planting. As a precaution, seedlings should be delivered to one of the members' homesteads (preferably host farmer) so that they will be taken care of until they are planted.

5. Other problems.

- Some varieties available in local markets, especially fruit tree seedlings such as grafted mangoes, may not have the name of the varieties. Facilitators need to ensure that the varieties used in the PCE are identified prior to purchasing.
- Facilitators must ensure that all materials are correctly labelled, and delivered in both quality and quantity.

Sequence of Activities

The purpose of FFS is not only to study the potential enterprise. It involves comparative experiments between technologies that the project considers appropriate and those technologies practiced by farmers based on their experience and traditional knowledge.

Therefore, the enterprises selected by the FFS must be designed to measure differences between the two technologies.

1. Group exercise: stones and buckets (see page 128).

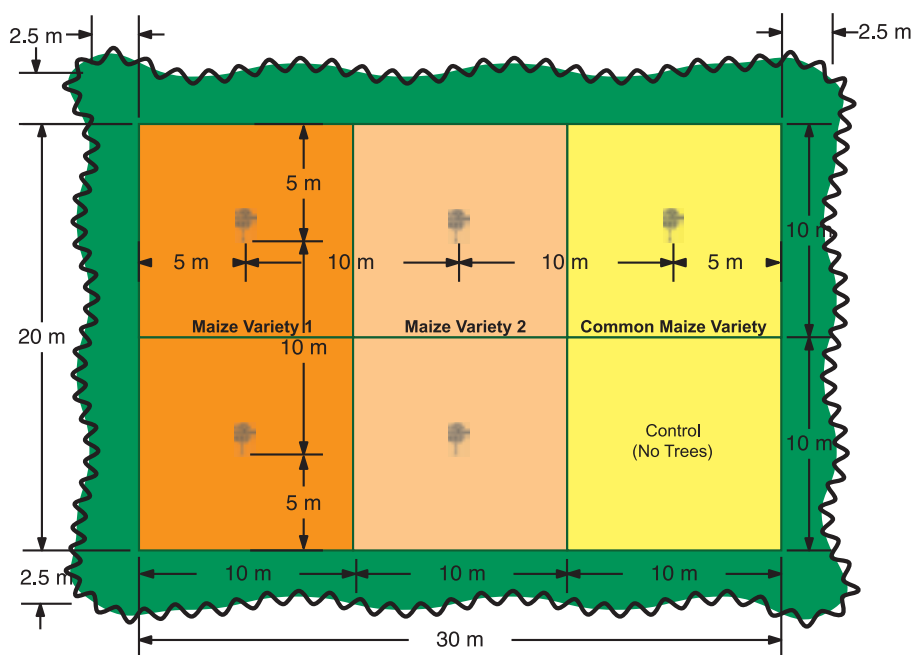
- Members' exposure to the basic concept of PCE design.

2. PCE design.

- Discuss on the PCE design and group contribution.
- Conduct participatory soil and topography survey.
- Identify existing affordable technologies.
- Develop a PCE Design with "Host Farm Design".
- Prepare and submit "Enterprise & PCE Proposal".

An example of a PCE design

Melia intercropping with Maize



3. Site clearing.

- Discuss of the site clearing.

4. Layout of host farm.

- Boundary marking at the host farm.

3

STEP 5

continued

- 5. Adjustment of PCE design.**
 - Review and adjust PCE to reflect the measurement in the host farm design to the PCE proposal.
- 6. Discussion of ploughing.**
 - Discuss on ploughing. If the group decides to plough the site, ask them to identify owners of oxen to plough the host farm.
- 7. Development of enterprise and PCE proposal**
 - Prepare the enterprise and PCE Proposal under group members' collaborative efforts.
- 8. Submission of enterprise and PCE proposal (see page 130).**
 - Submit the proposal to the field coordinator.
 - Review the proposal in relation to the preliminary procurement plans. Facilitators should make sure that all material necessary for the enterprise establishment is procured and delivered before the planting season starts.
- 9. Procurement of enterprise learning material.**
 - Cross check the design with the PCE Proposal; facilitators/ group leaders procure materials to be used in the FFS.
- 10. Delivery of materials (see page 131).**
 - Confirm delivery of material with the signature of the chairperson on the delivery note.

Lessons Learned

- 1. PCE design.**
 - Farmers are knowledgeable. Do not underestimate them in designing the PCE.
 - Farmers have their own coping strategies against natural hazards and disasters, which should be incorporated into the PCE design.
 - The facilitator should be well conversant with the

methodology of the PCE Design and host farm design; the facilitators should continue to study subjects that are frequently asked by their FFS members.

2. Site preparation.

- Site preparation could take several weeks depending on the condition of the host farm. It is recommended that the site clearing should start as early as possible and continue as homework for the FFS.

3. Late delivery.

- Late delivery is a serious setback for FFS activities. Therefore, careful planning is always required and procurement should start as early as possible.
- Bulky seedlings such as mangoes could be difficult for facilitators to transport. It is important to organize logistics for the successful delivery of material needed for PCE.

3

Participatory Comparative Experiments

STEP 5

What is participatory comparative experiment?

A Participatory Comparative Experiment (PCE) is a way to examine issues related to agro ecology and interactions of plants with the environment, including pests and diseases, through a simple comparative study. It aims to facilitate farmers in learning principles of experimentation, the design of a field study, and M&E methods for analysis of experimental results. It is expected that through the practices of monitoring the PCE would also enhance farmers' capacity in observational and analytical skills in their farm practice. The development of farmers' capacity in planning and assessing experiments for new ideas and technologies would also be anticipated in the PCE design.

Why does a comparative study help farmers?

PCE tries to make visible the results of experiments by comparing two sets of treatments – improved and traditional. It is usually difficult for farmers to recognize differences or advantages of a recommended or research proven method when there is no visual comparison. It becomes clearer if different treatments (practice options) are laid out side by side and compared for the performance of growth in case of introducing, for example, a new variety or type of crop husbandry. The same approach can be applied for other subjects such as tree growth performance, e.g. with and without treatment of seeds.

**Important principles in PCE experiment.**

- PCE experiments should be simple but give reliable results;
- Experiments should compare one parameter at a time;
- PCE should be managed and evaluated by farmers themselves;
- Benefits from the PCE should be for all FFS members and not only for one or a few members;
- PCE should be designed with no risks involved for the participants; and
- Facilitators should consult with local researchers or colleagues to seek advice on the facilitation in designing a PCE.

Steps in developing the PCE.

Once all principles are well understood and accepted by the FFS members, and a type of PCE is identified, the following steps can be taken to design the PCE:

- Identify and prioritise the problems to be addressed;
- Identify possible solutions with locally available technology;
- Identify treatments;
- Design a simple experiment with a defined time frame;
- Identify materials required and identify local suppliers; and
- Develop a budget.

3

STEP 5

Comparative study in PCE.

When comparing new technologies, you should set a conventional method as a control, which will provide a gauge to measure what is “Improved” in the new technologies – between “Farmer Practice” vs. “Improved Practice”. The following are typical comparative design elements:

- Treated seeds vs. Not treated (control);
- Traditional ways vs. New technology;
- Conventional vs. Facilitator recommended; and
- Common variety vs. New variety.

PCE Proposal Preparation

3

STEP 5

Upon concluding the discussions on PCE, ideas generated by FFS members will be translated into an “Enterprise & Learning Proposal” and “Host Farm Design” (see the following templates). The purpose of the enterprise & learning proposal is to plan for procurement and delivery of learning material. The proposal must specify items in quantity, types and cost. The members should be clear about the PCE experiment that they will conduct at the host farm and the design of the experiment.

Each group should assess the total cost with the assistance of the facilitator. The FFS group should contribute in providing locally available material to lower the enterprise total cost. In this way participating farmers can replicate the same activities with lower cost by using local material on their own farms. Saving of funds would also benefit the members because they could try more PCE within the limits of the allocated budget.

Learning material listed in the proposal will be submitted to the field coordinator for approval. The FFS should coordinate with the field coordinator if any items to be procured require vehicle transportation. A copy of the proposal will 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 will be sent back to the group for adjustment and re submission.

3

Group Exercise: Stones & Buckets

STEP 5

Objectives.

- To learn the importance of some basic principles of experimentation;
- To relate the practice to PCE; and
- To acquire basics techniques for improved planning, design, implementation, and M&E of PCE.



Materials.

- Six buckets: four of the same (medium) size, two of different sizes (one big, one small); and
- 40 stones.

Procedure.

First throw:

- Ask for four volunteers: one per sub group and explain that these people represent four things that you want to compare;
- Give each sub group 10 stones each;
- Explain to the groups that the objective is to find out who is the best at throwing stones in a bucket;
- Assign one person with the big bucket, one person with the small bucket and two persons with the medium size buckets;
- Ask them to throw the stones into the assigned buckets from the same distance; and

- The one who gets the most stones in the buckets wins the game.

Discussion:

- Ask the members whether the game is fair?
- If the answer is “Not Fair” ask why not?

Second throw:

- Re distribute the stones;
- Assign everybody with the same size buckets;
- Ask them to throw the stones into the buckets;
- The one who gets the most stones in the buckets wins the game;
- Repeat the game once or twice more to show that people don't always have the same scores; and
- Calculate the average score for each person and then declare the winner.

Key Lessons of this practice.

- Simple treatment
 - While you plan to compare something in an experiment, always think whether other factors/parameters are equal, e.g. size of the farm plot, Number of trees, soil type, slope, presence of water or runoff channels etc.
- No measurement = No analysis
 - You cannot analyze the result of the PCE Experiment without measuring: growth, yield, duration, etc. (the PCE is monitored by taking crop/tree measurements through weekly AESA sessions).
- Preparation of PCE design
 - Do not put many parameters in one experiment. One parameter (or two at most) in an experiment is appropriate. More parameters are too complicated for participants to analyse.

3

STEP 5

Enterprise &PCE Proposal

Date: _____

Name of the Group

District

Enterprise 1

Purpose of this activity

Material	Quantity	Unit Price	Total	Responsibility
Cost covered by the Project		Ksh		
Cost covered by the Group		Ksh		
Total cost for enterprise		Ksh		

Drawing Learning Plan and PCE Setup

(Trial type, Target Species, Measuring parameters for AESA)

Group Account Balance

Previous Balance	Total amount for this proposal	Balance
Ksh	Ksh	Ksh

Name and signature of the Chairperson

Date

Comments from Facilitator

Signature of Field Coordinator

Date

DELIVERY NOTE

Name of the Group

Please, receive the following goods in good order and condition.

ITEM	QUANTITY	Price (Ksh)

Delivered by.....

Received the above goods in good order and condition.

Received by

Signature

Designation

Date



Step 6 Enterprise Establishment

3

STEP 6

Purpose	<ul style="list-style-type: none"> ■ Preparation of sites for group activities.
Main Outputs	Prepared enterprise site
Time Estimate	Two weeks
Important Points	<ol style="list-style-type: none"> 1. Land preparation. <ul style="list-style-type: none"> ■ It takes time to prepare land. Careful planning is therefore important. ■ Land preparation should be completed before the planting season begins. 2. Difficult terrain. <ul style="list-style-type: none"> ■ In case of difficult terrain at the host farm, start preparation well in advance to ensure preparation is completed in time. ■ Plots on sloping areas might require terracing. 3. Use of water in preparing holes. <ul style="list-style-type: none"> ■ When the top soil is too hard to dig, water the area the night before to make hole digging easier. 4. Participation. <ul style="list-style-type: none"> ■ Full participation of members is crucial. 5. Material. <ul style="list-style-type: none"> ■ Planting materials need to be provided. But ask the members to bring their own tools. Farmers often demand new tools to establish enterprises. 6. Knowledge. <ul style="list-style-type: none"> ■ Proper spacing knowledge for agricultural crops and trees is required.

3

STEP 6

continued

- Facilitators should have proper knowledge on species selection.



Sequence of Activities

Sequence of enterprise preparation will be different in each PCE design. The following is a typical farm forest enterprise site preparation.

- 1. Land levelling and measurement.**
 - Measure the land based on the PCE design.
- 2. Ploughing.**
 - Plough if necessary.



3. Staking out.

- Staking out the plot boundaries will be done according to the spacing indicated in the Host Farm Design. Stakes and tape measures should be made available.



4. Pitting.

- Size of pits for trees varies depending on the type of trees to be planted; i.e. larger water harvesting structures for fruit trees.
- Pits will be refilled later with soil (mix with manure if it is possible).



3

STEP 6

continued

5. Construction of structure for a PCE.

- A PCE can be applied to measure any variable. An example below is a chicken coop to measure the differences between improved variety and traditional chickens in terms of number of eggs produced and growth rates.



Lessons Learned

1. Host farm land preparation.

- Land preparation for a host farm could take several weeks depending on the condition of the site. Careful planning is required to avoid time conflicts. 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.
- Keep in mind that the role of facilitator is not to work together with the members; they should focus on providing technical inputs.

Fencing for the protection of planted seedlings

Farm enterprises should be designed with protective hedges. For example pigeon peas lines can be planted around the plot; this temporary “live fence” protects the enterprise in the plots from animal grazing until the crop is harvested. Post harvest grazing can cause a lot of damage to the enterprise and it is thus 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.



Protective line planting by pigeon peas (left)
and live fence for whole plots



Individual fencing of trees showing firm structure and no
disturbance for tree development



Step 7 FFS Weekly Session

3

STEP 7

Purpose

- Accumulation of experience by participating farmers through analysis of comparative studies involving different topics.

Main Outputs

1. Weekly report prepared by both the group and facilitator
2. Monthly report prepared by the facilitator

Important Points

1. Timetable.

- The FFS weekly session timetable should not change frequently. Once the timetable is agreed upon, it should be followed and respected until the harvest of crops.
- The timetable must be displayed every session and a clock provided for timekeeping. The timetable should be separately displayed in front of the FFS members. It should not be put over the AESA presentation board.



2. Participation.

- Full participation of members is a “must”. Facilitators ensure that sub group leaders encourage their members to participate proactively.

3. Facilitation material for special topics.

- Facilitators must prepare enough facilitation materials for weekly special topics.
- Special topics should be prepared based on requests by

Sequence of Activities

continued

group members, or the facilitator may have a topic that s/he would wish to introduce for the benefit of the group.

4. Arrangement of resource persons.

- If the budget permits, facilitators are requested to look for local resource persons to cover some of the special topics.

5. Reporting.

- Reporting by facilitators and the group is the key for monitoring progress and identifying problems. Payment of allowances to facilitators should be tied to timely delivery of reports by them.

1. Weekly FFS group activities.

- A typical example of a FFS session timetable is as below.

TIME	ACTIVITY	RESPONSIBLE PERSONS
08:00 08:05	Prayer, Roll Call	Host team
08:05 08:10	Brief Recap	Host team
08:10 08:40	AESA Taking	All
09:10 09:40	AESA Processing	All
09:40 10:10	AESA Presentation	All/Host team
10:10 10:30	Group Dynamics	Host team
10:30 11:30	Today's Topic/ Special Topic	Facilitator
11:30 11:35	Review of the day's activities	Host team
11:35 11:45	Planning of Next week	Host team
11:45 11:50	Announcements	Host team
11:50 11:55	Roll Call, Prayer	Host team

- The members meet on an agreed day and usually conduct a 3 4 hour learning session. Like a regular

Lessons Learned

school, FFS has its own schedule and timetable. The timetable must be agreed among the members. It also identifies the person who is responsible for each activity.

1. AESA.

- AESA is the key activity in FFS and therefore the management must make sure that AESA is properly conducted.
- At the end of AESA presentations by the subgroups, the facilitator should wrap up, summarising each presentation and help members to draw more accurate conclusions.
- AESA for food crops should be done weekly, but AESA for trees can be done bi weekly or monthly since trees grow more slowly and changes on a weekly basis may not be significant.

2. Recap.

- Before starting the activities of the day, a recap session should be held to review the previous week session. Every week the role of Host Team rotates. The previous week's Host Team should review the session and summarize key findings according to the timetable.
- The host team can summarise step by step following the items on the timetable from the previous week. The recap should not take more than 5 minutes.

3. Literacy.

- At least one or two people in each sub group should be literate. Sub group formation should thus be well managed to distribute literate persons to each group.
- If literacy level is low, group members could take a long time to write and understand reports without assistance. Use more drawings than words on the AESA sheet for these situations.
- Use the local language, dynamics and songs to express

continued

difficult concepts and to help illiterate people understand them better.

4. General.

- Facilitators should not hurry the groups to make progress.
- When members encounter problems facilitators should guide them in a way that encourages self discovery among members. Facilitators should avoid giving direct answers and opinions as this undermines the learning process. It is critical to let farmers understand by themselves. It is OK to have a repeat session in the next week FFS.
- There is always a reason for any decline in membership. The field coordinator should visit such groups and consult members early enough to find out the reasons and take action if needed. If the members are inclined to stop their participation in FFS, the facilitators and field coordinators should respect their decision; it is not desirable to convince them to continue in the FFS.
- Facilitators must arrive at the FFS learning site prior to the time of FFS session. It has been observed that FFS groups whose facilitators are not punctual have more problems in members' participation.

Agro-Ecosystem Analysis: AESAs

3

STEP 7

AESA is a comprehensive on farm monitoring and evaluation method for crops/trees and it is the cornerstone of the FFS. It involves:

- Regular (weekly/biweekly) observations of the crops/trees;
- Data collection for growth assessment and analysis of comparative experiments;
- Close observation of the interaction between tree/crops and other biotic/a biotic factors coexisting in the field;
- Critical analysis of field observations; and
- Decision making by farmers through collective discussion.

The AESA process can be tedious work for the members and requires concentration. If both members and the facilitators are not committed, it would result in poor quality FFS and not help farmers. The members need to receive encouragement from facilitators until they are used to the activities.

Even without AESA FFS will be able to show how to grow crops. When conducted without AESA, however, farmers may not acquire skills of monitoring the farm regularly, observing the crops systematically, and practicing critical analysis. As a result of failure to build AESA skills, they would not be able to build their capacity for informed decision making. Furthermore, the field observation during AESA leads to presentation during FFS. Absence of AESA also means that FFS members lose the opportunity to develop self confidence in presenting their ideas and findings in front of other people, and making decisions for the next step as well as selecting solutions collectively.

Thus, the absence of AESA can lead to poor capacity building and reduced potential for empowerment of the farmers. AESA is thus a necessary practice and must be conducted at every FFS session until crop harvest. AESA is the way for the farmers to become Farmer Experts “No AESA, No Farmer Expert”.

3

STEP 7

Every AESA session as a weekly activity has four steps:

- a. AESA taking (field data collection);
- b. AESA processing (data analysis);
- c. AESA presentation (sharing observations and findings with the larger group); and
- d. AESA synthesis (discussion and decision making).

Sampling of plants.

Two or three plants in each plot/treatment need to be selected as the sample plants for measurement and observation. The samples should be marked and monitored until the end of FFS. If the selected plants become damaged, resample other plants using the same methods. There are several ways of sampling:

- Random sampling by throwing stones backwards (see the picture below).
- Selection with a pre determined number: randomly pick a number and count plants from the corner of a block. If the randomly selected number is “4” for example, every “4th” plant is selected.
- Selective sampling from good, medium and low performance populations: e.g. one from upper part of good growth, one from lower part of low growth and one from mid part.



Random sampling method by throwing stones backwards
(Somali Land, by T. K. Mutinda)

AESA taking.

The sub groups carry out AESA taking. Field observation and data collection are conducted during the AESA taking. At the early stages, facilitator should introduce and emphasise AESA taking methods until someone in a sub group understands what is required. It is important that all members of the sub group participate. Lack of sub groups would result in a situation where some members have nothing to do and eventually reduce the level of participation.

The host team or the facilitator assigns each sub group a plot based on the PCE design. Each sub group then goes to the field and records measurements, field observations and results including:

- Growth measurement of the plants;
- Pests and friendly insects & their populations;
- Weeds & their coverage;
- Disease / pests & their significance;
- Soil conditions: dry, moist, wet, etc.;
- Weather: sunny, windy, rainy, cloudy, etc.; and
- Overall plant health for the particular stage.

It is recommended that each sub group carries a small notebook to record the above mentioned data in the field. Every week, each group should be assigned different plots to measure so that all members are exposed to the different plots (PCEs).



AESA taking on agriculture crops (Maize)
and fruits trees (Mango)

3

STEP 7



AESA taking on tree seedlings in nursery enterprises



AESA taking on forest tree enterprises: *Melia volkensii* (left) and *Eucalyptus* spp. (right)

It is common that some sub groups may want to skip the AESA taking, saying “there is no point in measuring plants and we just want to see the growth of plants.” Keep in mind that the objective of taking measurements in AESA is not only data collection. The following are some of the reasons to advocate in taking the measurements of plants:

- To compare growth between the different treatments;
- To understand the growth process of the plants; and
- To observe the plants closely.

Often members find pests and diseases as well as friendly insects while they are measuring plants.

It is also important that the members do not mix this activity with other farm activities: e.g. weeding, and watering, while taking AESA. Farm work should be decided through the AESA presentation session, after which members share what is happening in the host farm and agree what they have to do prior to such actions.

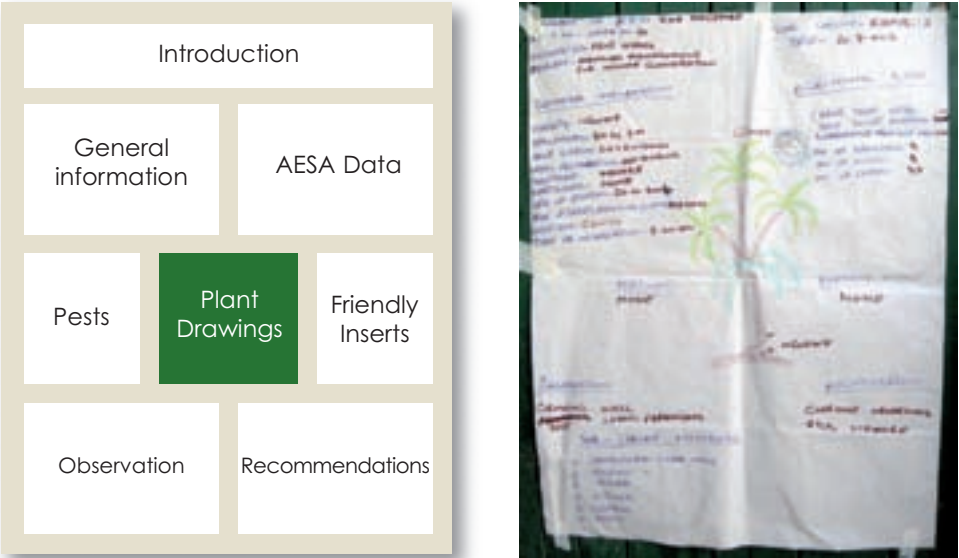
Timekeeping is very important during AESA taking because members may forget the time as they concentrate on observation and measurement.

AESA Processing.

Field observation data are analyzed and compiled on the AESA chart for presentation, discussions and informed decision making. All sub group members who collected field data should sit together during AESA processing to reflect on their findings and opinions. The AESA chart has eight sections as shown below.

1. Introduction: introductory information including the name of FFS, name of sub group, AESA number, week number, date;
2. General Information: Species/varieties, methods of establishment, treatment, date of sowing/planting, weather, time of observation, etc.;
3. AESA Data: Measuring parameters including height, circumference, width of leaves, length of leaves, number of branches, etc. as agreed with members;
4. Plant drawings;
5. Pests;
6. Friendly insects;
7. Observations; and
8. Recommendations.

3
STEP 7



Structure of AESA Chart (Left). Mango trees (Right) showing newly sprouted leaves with light green colour without any verbal or written descriptions.

The AESA chart can be simplified according to members' literacy level. If many members have problems in writing, more time may be needed to prepare. A change of the structure is allowed to, for example, include more drawings than text. However, new facilitators should ask experienced facilitators what to omit or change.

AESA charts are better to be visual with fewer words which are easier for everyone to understand. It is also possible to put live specimens on the chart and use colours/crayons for drawing. Visual AESA charts can help illiterate members to increase their participation in the discussion.



Members' proactive participation (Left). Illiterate members (behind left) are not integrated in the AESA processing (right)

Illiterate members tend to sit at the back and do not participate in the AESA processing. Even if they cannot write, illiterate members may be able to draw pictures and they can also comment on the drawing.



A FFS facilitator asking illiterate members' opinions to integrate into AESA chart (Ethiopia)





When facilitators observe poor integration of members in AESA taking and processing, they should act swiftly and facilitate sub group members to work together suggesting some roles for illiterate people including drawing pictures, preparing live specimens, contributing to discussions and preparing recommendations.

Timekeeping is also important during AESA processing. Some sub groups may take a longer time in the preparation and must learn to process activities within a set time. It is recommended to refer to previous AESA exercises, but copying previous AESA charts is not permitted.

3

STEP 7

Simplified AESA Chart

Sub-Group: _____		Date of AESA: _____	
Species: _____		Measurements: (Height, No. of leaves, etc.) _____	
Treatment: _____		_____	
No. of Weeks (Since sowing/Transplanting): _____		_____	
<div><div> Pests: </div><div> Beneficial Insects: </div></div>			
Observations: _____ _____ _____		Recommendations: _____ _____ _____	

AESA Presentation.

After compiling field information into an AESA chart, the Host Team facilitates the AESA presentations session and discussion to agree further actions on the PCE. Each representative of every sub group presents their findings displayed on the AESA chart. Every week, the presenter is rotated within the sub group. Women and illiterate members are usually shy and may not want to present. However, these people should be encouraged to do so because presentation of the AESA is as an opportunity for them to build self confidence. After each presentation, a Q&A session follows.



AESA presentations by the representatives of the week for each sub-group

AESA Synthesis.

After sub groups presentations, the facilitator conducts a discussion session. If some action is required such as eliminating pests, applying chemicals, etc, the facilitator leads the discussion and asks members to decide on actions required. Then, the facilitator wraps up the discussion and summarises the lessons learnt and decisions made. The Host Team must be aware that the learning/discussion and major decisions of the week will be presented during the following week’s recap session. The AESA processes should be concluded within the same day. AESA is not only for observation and data collection but also involves farm condition analysis and immediate action planning for farm management. It must end with decisions related to farm management for the day.

Finally, the presented AESA charts should be stored securely for future use and analysis. The data will be used at the time of the PCE analysis as well as for presentation on field days or graduation ceremonies.

3

Group Dynamics

STEP 7

FFS involves certain team building activities known as group dynamics. Most folk media and other communication methods can be used as group dynamics. Types of common dynamics usually observed in FFS sessions are:

- Clapping
- Songs
- Poems
- Dances
- Proverbs/Parables
- Riddles
- Stories
- Drama/Role Play
- Taking Tea or Coffee
- Others

“Clapping” is commonly used in FFS sessions to get the attention of the participants.



Songs (left) and dances (right) in Group Dynamics



Riddles (left) and story telling (right)



Milk tea (Kenya) and Coffee with salt (Ethiopia)
during Group Dynamics time

As shown in the typical timetable above, there is an item in the programme allocated for group dynamics. Many people enjoy this time to relax and it increases the coherence of group. The type and content of the dynamics will vary from group to group; it depends on the creativity of members and their respective talents. Innovation for the dynamics or diversification of existing ones should be encouraged.

In creating group dynamics it is important to add messages that reflect FFS learning. In most FFS groups there is an FFS song that includes messages containing the FFS principles (See Part I). Story telling and drama also contribute to sharing important learning experiences. Group dynamics also help illiterate people to understand key learning experience and concepts.

3

Today's Topic (Special Topics)

STEP 7

The “Topic of the Day” is a session designed to provide 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 special topic session lasts for 30 minutes to one hour. In order to make it more participatory, facilitators are encouraged to use sub group discussions 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 PCE 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.

There are two categories for special topics: (i) enterprise related topics, and (ii) non enterprise related topics.

1. Enterprise Related: Related to Implementation of On-going Enterprises.

The Today's Topic is usually related to enterprises including forestry and agricultural production systems. It can cover land preparation, nursery development, seed sowing, etc. For example, if a group is practising transplanting of seedlings, facilitators may want to discuss the subject prior to the day of the practise. Timely introduction of a new concept during special topic sessions one week before the actual practise session in FFS is encouraged in order to familiarize the members with the subject.

Furthermore, members may encounter problems in their enterprises. In order to facilitate their discussion and provide basic knowledge related to the problems, facilitators may want to use special topic sessions for such issues. If a problem is

beyond knowledge of the facilitator, the FFS can invite a specialist in the subject, if resources are available.

2. Non Enterprise Related: Needs of members.

Any subject can be introduced depending on the interests of the members. The aim is to provide the members with opportunities to learn about different subjects, which could help them in their livelihood and production systems.

3

Other Key Activities during Weekly Sessions

STEP 7

Review of the day's activities.

Review and summarise the session at the end of the day to refresh FFS learning. This helps members to gain the correct perspective of the learning process for the day and contributes to capacity building.

Planning for next week and homework.

It is crucial to plan the activities for the next week's session. Sometimes actual farm activities including watering, weeding, tending may not be practiced during the FFS session. If something must be done in the field an assignment is given to selected members. It has to be discussed and agreed by the members.

Announcements.

Announcements including arrival of guests or communal events can be introduced at the end of each session. This will contribute to the better planning of FFS activities.

Weekly report.

After each FFS session, the FFS group should prepare a "Group Weekly Report". It is the members' joint responsibility to describe the contents of the day's activities in the report. The report will be used for M&E of FFS and facilitators' performance by the FFS management and therefore facilitators should not fill the report. In addition, it aims to:

- monitor the visit by facilitators;
- capture how the session was conducted: problems, impressions of members;
- check relevance of sessions; and
- record the activities.

If the mobile phone monitoring system is not available, the Weekly Report must be carbon copied; the original to be collected from the

group by the field coordinator during routine backstopping visit and sent to the FFS management and a copy remains with the FFS (see the next section). Allowances paid to facilitators are recorded by members in the report which allows the group to appreciate the cost of extension service.

3

STEP 7

3

STEP 7

FFS check sheet

Does your Group perform the following main FFS Activities?

1. AESA



AESA Taking

AESA Processing

AESA Presentation

2. Group dynamics



Are there FFS messages in the group dynamics?

3. Special topic



Is the special topic based on group members' request?

Are sub-groups working well?

- 1. All FFS members are divided into sub-groups?
- 2. Does the total number of PCE match with the total number of Sub-groups?
 - Is each sub-group responsible for a PCE?
- 3. Does the FFS have the Host Team?



Are they participating in AESA?
Why are they looking at their colleagues?

Are AESA sheets prepared properly?

Incorrect AESA Preparation



Why are these considered as incorrect?
How can you improve these?

Basic AESA Format

Basic information Name of group, Sub group name, AESA no. Week no, Date, etc		
General information		Parameters
Pests	Plant growing	friendly insects
Observations		Recommendations

Do you have appropriate PCE?

Examples of nursery PCE



Germination PCE

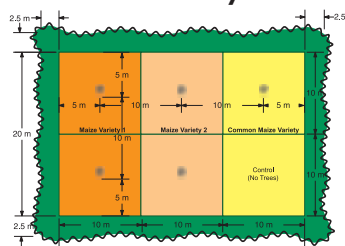
- A. Hot water pre treatment
- B. Control (no treatment)



Seedling growth PCE

- Different sized poly tubes
- A. 4×6 cm, B. 5×8 cm, C. 6×9 cm

Farm Forestry PCE

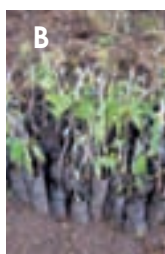


PCE on Timber species planting in agricultural crop plots

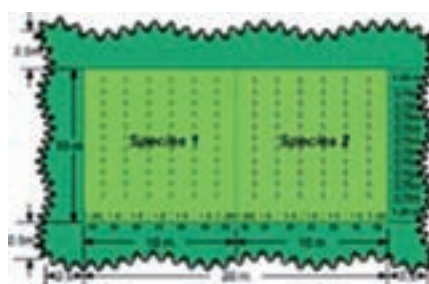
Grafting PCE



- A. Scion with protection
- B. Scion without protection



Fodder Bank PCE



Performance of Spp. A and B



Step 8 Tree Nursery Enterprise Planning and Establishment

3

STEP 8

Purpose	<ul style="list-style-type: none"> Group members learn planning, designing and establishment of a nursery enterprise.
Main Outputs	<ol style="list-style-type: none"> Nursery PCE designs prepared Nursery established
Time Estimate	<ol style="list-style-type: none"> Establishment: two weeks Operation of nursery: until the end of FFS
Important Points	<ol style="list-style-type: none"> Setting up rules for nursery maintenance. <ul style="list-style-type: none"> Watering seeds and seedlings is the most important activity in maintaining the nursery. The facilitators should assist the members to make rules for maintenance of their tree nursery. Availability of water. <ul style="list-style-type: none"> The availability of water is an essential criterion when selecting the host farmer. Proper planning in seedling production. <ul style="list-style-type: none"> Facilitators must provide a clear schedule to group members on the timing of seedling production. Clear objective setting. <ul style="list-style-type: none"> Facilitators must discuss with the members to agree on the objectives of the tree nursery enterprise. Dealing with high expectation to produce as many seedlings as possible. <ul style="list-style-type: none"> When group members have high expectations for the tree nursery, they tend to focus on producing as many seedlings as possible. Facilitators should differentiate

3

STEP 8

continued

between the learning process (involving PCE and AESA) and group income generation. The material given to FFSs would not be sufficient to allow for sales. The two objectives should be balanced.

- If the nursery has a ready market, plan carefully for the level of the production. Then the cost of inputs should be shared among the members.

6. Responsibility of host farmer.

- FFS members are permitted to have free access to the tree nursery during the learning period.
- Community members are accepted to visit the farm to see the result of comparative study e.g. during Field Day.
- FFS members share tree nursery products including scions for grafting.

Sequences of Activities

After AESA on crops/trees as well as other livelihood development enterprises becomes routine, a tree nursery enterprise can be started as the second/third FFS enterprise.

1. Expectation analysis: levelling members' expectation.

- Expectation session with leading questions (below) enables group members to identify issues and problems in carrying out the nursery enterprise.

- What do you expect from the nursery enterprise?
- What do you know of nursery enterprises?
- What benefits will you get out of the nursery enterprise?
- What is the expected cost of the nursery enterprise?
- What local materials are available for the nursery enterprise?
- When do you expect to have first seedlings from this enterprise?
- What pests and diseases do you have locally for small scale nurseries?

Host farmer consents that:

- FFS members are permitted to have free access to the tree nursery during the learning period;
- community members are accepted to visit the farm to see the result of comparative study e.g. during Field Day.
- FFS members share tree nursery products including scions for grafting.

Examples of Nursery Materials:

- Regular soil
- Forest soil
- Manure/ Compost
- Sand
- Farm Implements for Nursery
- Spades
- Hoes
- Soil Sieve
- Sack or buckets to carry soils
- Rake
- Machetes
- Poly-tubes
- Local material
- Cans or plastic containers for watering seedlings
- Poly-bag or wasted containers to subsidize Poly-tubes for seedlings

- How many members have nurseries and what problems have you encountered previously?
- What limitations do you face in carrying out nursery enterprises?
- Why have you not started a nursery before?
- Is there an available market for the seedlings produced in this group nursery?

2. Host farm and tree nursery site selection.

- Discuss in general suitable sites for tree nurseries.
- Identify basic requirements for a suitable nursery site which should have easy access to water and a fence to protect against animal browsing (homework for the group).
- Visit previously identified nursery sites.
- Select a site and host farm for the group.
- Sign site agreement forms between host farmer and the group.

3. Watering rules.

- Establish watering rules (timing and amount) and rotation of groups to care for seedlings.

4. PCE design.

- Discuss PCE design.
- Discuss group contributions.
- Identify existing affordable technologies.
- Develop PCE design

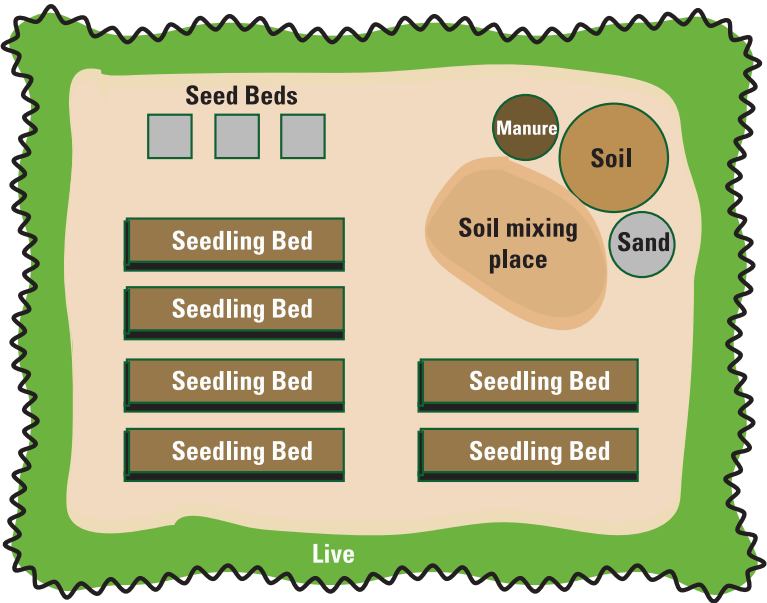
5. Preparation of nursery site.

- Clear the bushes and uproot stumps.
- Level the ground.
- Construct a fence resistant to animals (if not already in place).

continued

6. Site design layout.

- Prepare nursery layout design.



7. Preparation of enterprise and PCE proposal.

- With “A Standard List of Nursery Material and Procurement Responsibility” (see page 166), identify material to be provided by the group and procured by the project.
- Prepare and complete the “Enterprise and PCE Proposal” provided on page 167.



8. Purchase and delivery of nursery materials.

- Facilitators and the field coordinator confirm all materials are ready to be purchased and delivered in a timely manner to their respective groups.
- Prepare delivery notes according to the proposal submitted by the groups.
- Group's members confirm receipt of materials to the group. The chairperson signs the delivery note.

9. Construction of tree nursery.

Prepare and complete the Enterprise and PCE Proposal.

**Lessons Learned****1. Submission of proposal.**

- Timely action in the planning and preparation of the nursery enterprise is necessary to ensure that nursery materials are acquired on time.

2. Group nursery and IGA.

- If markets are identified, IGAs, through the selling of seedlings, should be promoted in the nursery enterprise. This will encourage members' proactive learning.

A Standard List of Nursery Material and Procurement Responsibility				
Item	Quantity	Responsibility		Total
		Group	Project	
Regular soil				
Forest soil				
Manure/compost				
Sand				
Farm implements for nursery				
Spades				
Hoes				
Soil Sieve				
Sack or buckets to carry soil				
Rake				
Machetes				
Poly tubes				
Local material				
Cans or plastic containers for watering seedlings				
Poly bag or wasted containers to subsidize poly tubes for seedlings				
Total				

Date: _____

Name of the Group	District
-------------------	----------

Material	Quantity	Unit Price	Total	Responsibility
Cost covered by the project		Ksh		
Cost covered by the group		Ksh		
Total cost for enterprise		Ksh		

Drawing of Learning Plan and PCE Setup
(Trial type, Target Species, Measuring parameters for AESA)

[illegible]

Previous balance	Total amount for this proposal	Balance
Ksh	Ksh	Ksh

Name and signature of the Chairperson

Date _____

Comments from Facilitator

Signature of Field Coordinator

Date _____

Delivery Note

Name of the Group

List of following goods to be delivered in good order and condition.

Item	Quantity	Price (Ksh)

Delivered by

Received the above goods in good order and condition.

Received by Signature

Designation Date





Step 9 Exchange Visits

3

STEP 9

Purposes	<ul style="list-style-type: none"> ■ Know the activities and performance of other FFS groups and facilitators. ■ Provide opportunity for members to undertake self evaluation compared to the host FFS. ■ Exchange ideas, techniques and methodologies between FFS groups and facilitators. ■ Assist participants to think in new ways.
Main Outputs	1. Exchange Visit report.
Time Estimate	<p>Four weeks in total</p> <ul style="list-style-type: none"> - 1-3 sessions for preparation including budget - One session for implementation - One session for reviewing the visits
Important Points	<p>1. Timing.</p> <ul style="list-style-type: none"> ■ The timing of exchange visits must be carefully planned. If the group organization is weak, earlier timing of an exchange visit is recommended. ■ The date of visit should coincide with the day of routine session for the host FFS. ■ It is difficult to carry out exchange visits during the rainy season. Where possible arrange the timing of exchange visits for drier months. ■ Based on experience the best timing is when the food crop has not yet been harvested. <p>2. Transportation.</p> <ul style="list-style-type: none"> ■ The facilitator should make transportation arrangements well in advance – if necessary.

3

STEP 9

continued

3. Cancellation.

- Due to unpredictable events, sometimes planned exchange visits may be cancelled; e.g. very bad weather, or a social event such as a funeral affecting the group that will host the visit.
- Communicate well with the host FFS for cancellation and decide an alternative date if necessary.

4. Arrangement by the Host Groups.

- Careful arrangement by the host FFS is necessary to ensure the exchange visit is successful.
- The host group should be ready to receive the group and proceed with the day's programme.
- Have open time for discussion to exchange ideas and opinions between the groups.

5. Cost.

- Exchange visits can be carried out at low cost by visiting neighbouring FFSs. Encourage frequent visits to neighbouring FFSs.

Sequence of Activities**1. Identification of the group to be visited.**

- Share preliminary agreement/conditions of the project among members for exchange visits.
- Identify an FFS group and date to visit through group discussion.

2. Preparation of preliminary budget plan and transportation arrangement.

- Facilitators and group leaders prepare budgets.
- Submit the budget plan to the project.
- Arrange transport – if necessary.

3. Preparation of Exchange Visit Plan (see page 174).

- Prepare detailed visit plans including time for departure and transportation if necessary.

Lessons Learned

- Communicate with the group to be visited either verbally or in writing.

4. Implementation of Exchange Visits.

- Implement exchange visits.

5. Review of Exchange Visit (see page 175).

- Review the exchange visit and summarise the experience into the Exchange Visit Report.

1. Earlier Planning of Exchange Visits.

- The facilitators should initiate early planning to ensure adequate time for preparation.

2. Voluntary-basis Exchange Visit.

- Where possible, exchange visits should be carried out on a voluntary basis (without financial assistance from the project) by visiting neighbouring FFSs.

Exchange Visit Proposal

Date: _____

Name of the Group

District

Host FFS

District and Location of Host FFS

Item	Quantity	Unit Price	Total	Responsibility
Cost covered by the Project		Ksh		
Cost covered by Groups		Ksh		
Total cost for enterprise		Ksh		

Purpose of the Visit

Weakness points to be strengthened by visiting the Host FFS?

Strength to demonstrate to the Host FFS?

Name and signature of the Chairperson

Date

Comments from Facilitator

Signature of Field Coordinator

Date

Exchange Visit Report**Date:**

Your Group Name		District		Community	
Visited Group		District		Community	

Subject	Observation	Evaluate The Group Visited	Point %	Evaluate Your Group in comparison	Point %	Reasons for the evaluation
AESA in General		Good		Good		
		Fair		Fair		
		Poor		Poor		
FFS Session in General		Good		Good		
		Fair		Fair		
		Poor		Poor		
Enterprise in General		Good		Good		
		Fair		Fair		
		Poor		Poor		
PCE in General		Good		Good		
		Fair		Fair		
		Poor		Poor		
Performance of Farmer Facilitator		Good		Good		
		Fair		Fair		
		Poor		Poor		
Performance of Facilitator		Good		Good		
		Fair		Fair		
		Poor		Poor		

What did you learn from them? (if anything)	
What did you teach them? (if anything)	
Comments from Facilitator	

Name and signature of the Chairperson

Date



Step 10 Farmer Facilitator Selection

3

STEP 10

Purposes	<ul style="list-style-type: none"> ■ Select farmer facilitators.
Main Outputs	Farmer Facilitators (FFs)
Time Estimate	Three weeks: One week for nomination One week for selection Training of Facilitator: One week
Important Points	<ol style="list-style-type: none"> 1. Clear explanation of the role. <ul style="list-style-type: none"> ■ Facilitators must provide a clear description of the role of farmer facilitators. 2. Do not select candidates because he/she is a leader. <ul style="list-style-type: none"> ■ Knowledge and facilitation skill is the most important attribute for being a FF. Therefore, facilitators should make sure that their group does not select farmer facilitators simply because they are leaders of the group. 3. Criteria for selection of farmer facilitators. <ul style="list-style-type: none"> ■ Level of attendance in FFS; ■ Level of adoption of PCE in their own farms; ■ Willingness to contribute their time to run FFS; ■ Communication skills; ■ Physical fitness; ■ Willingness to stay in the community; ■ Socially accepted by the community; and ■ Reasonable level of basic literacy.
Sequence of Activities	<ol style="list-style-type: none"> 1. Briefing session for FFs. <ul style="list-style-type: none"> ■ Role of Farmer Facilitators and their specific tasks.

continued

2. Nomination of candidate.

- Nominate several candidates, usually in pair(s).

3. Approval of Groups.

- Candidates approved by FFS members.

4. TOF seminar.

- A week long Training of Facilitators (TOF).
- Written test to evaluate the candidates' basic level of FFS knowledge.

5. FFS by Farmer Facilitators.

- On the completion of TOF seminar, candidate FF should facilitate FFS sessions in their mother groups.

6. Farmer Facilitator Evaluation (see page 179).

- Evaluation of FFs by facilitators or project staff towards the end of the FFS (before the graduation).
- Those who pass the evaluation will be selected as FFs.

Farmer Facilitator Evaluation Sheet

Name		FFS	
Sex		Attendance	
District		Facilitator	

1. Willingness to help and share information with other members.
Good

5	4	3	2	1
---	---	---	---	---

 Poor
2. Transparent, accountable and trustworthy.
Good

5	4	3	2	1
---	---	---	---	---

 Poor
3. Literacy level.
Good

5	4	3	2	1
---	---	---	---	---

 Poor
4. Understanding of FFS concept and practice.
Good

5	4	3	2	1
---	---	---	---	---

 Poor
5. Socially accepted.
Good

5	4	3	2	1
---	---	---	---	---

 Poor
6. Health and physical condition.
Good

5	4	3	2	1
---	---	---	---	---

 Poor
7. Time management.
Good

5	4	3	2	1
---	---	---	---	---

 Poor
8. Communication skill.
Good

5	4	3	2	1
---	---	---	---	---

 Poor
9. Leadership skill.
Good

5	4	3	2	1
---	---	---	---	---

 Poor
10. Level of adoption of FFS at his/her own farm.
Good

5	4	3	2	1
---	---	---	---	---

 Poor

Comments:

Facilitator

Coordinator

Signature

Signature

Date

Date



Step 11 Participatory Evaluation

3

STEP 11

- Purpose**
- Check the progress of members' learning.
 - Improve facilitators' performance and group activities.

- Main Outputs**
1. Ballot Box exercise report
 2. PCE analysis
 3. Revised RuralInvest Module 2
 4. Cost and benefit analysis report
 5. Farm self analysis report
 6. Self evaluation report
 7. Way forward report

Time Estimate **Three to four weeks**

- Sequence of Activities**
- 1. Ballot Box.**
 - Special topic on ballot box exercise.
 - Prepare questions (at least 15) on manila papers and ballot boxes.
 - Prepare ballot papers according to the number of members.
 - Set up appropriate polling stations.
 - Prepare a ballot box result sheet.
 - Review questions together after the exercise.



A group member helping an illiterate member to read questions

continued

Conduct the ballot box exercise at the beginning of the FFS in order to measure the knowledge level of FFS members.

2. PCE analysis.

- Set up criteria for PCE Analysis.
- Implement PCE Analysis by sub groups.
- Select best options for their individual farms.

3. Review of RuralInvest Module 2 Profile.

- Review the RuralInvest Module 2 Profile based on FFS experiences and findings to prepare for the following cost and benefit analysis.

4. Cost and Benefit analysis.

- Agree on the plot size to be used in the analysis.
- Set up appropriate units, e.g acres, kg, bags, etc.
- List inputs and cost.
- Extrapolate yields in units.
- Reach consensus on the farm gate prices.
- Calculate profits / loss per plot.
- Rank the plots against profits.
- Prepare a report.

5. Farm self-analysis report.

- Distribute the report format to the members in order to have a better understanding of questions.
- Sub group discussion.
- FFS group discussion.
- Compile the report.

6. Self-evaluation report.

- Sub group discussion.
- FFS group discussion.
- Prepare the report.

7. Way-forward report.

- Sub group discussion.
- FFS group discussion.
- Prepare the report.



3

STEP 11

What is Participatory Evaluation?

Participatory Evaluation (PE) entails the active involvement of FFS members including facilitators in the process of assessing change and impact. The table below summarizes some of the differences between conventional evaluation and PE.

Differences between Conventional and Participatory Evaluation

	Conventional	Participatory
Who	External experts.	Farmers, Facilitators, Project staff.
What	Predetermined indicators.	Farmers identify own indicators.
How	Focus on scientific objectivity.	Self evaluation using simple methods adapted to local culture.
When	Upon completion or mid ter.	Frequent small scale assessment & evaluations.
Why	Accountability to funding agencies.	To empower local people to initiate, control and take corrective action.

The PE helps farmers to increase ownership as a result of activities and reflect on their performance for progressive improvement. When you conduct a PE, use Final Session Report (Annex 3 9).

Possible challenges in participatory evaluation.

PE relies mainly on self evaluation and group discussion. It does not provide an exact assessment or numerical answer. There are limitations in the accuracy of data used. In most cases data collection is retrospective and must be interpreted with caution if used for formal external analyses. The importance of PE lies in the fact that it facilitates an evaluation process by the FFS members themselves. It develops their analytical processes and judgement.

The following are some potential problems, which a facilitator may experience while conducting a PE:

- Farmers may not remember figures well;
- Farmers tend to overestimate figures;
- There might be data loss;
- Loss of plant or products through pests and animals;
- Consumption of the crops before harvesting;
- Data analysis can be tedious especially for the first time; and
- Illiterate members would require more time.

Participatory evaluation that can be used in FFS.

1. Ballot box exercise report.
2. PCE analysis and field day proposal.
3. RuralInvest Module 2 revised.
4. Cost and benefit analysis report.
5. Farm self analysis report.
6. Self evaluation report.
7. Way forward report.

3

Ballot Box Exercise

- Assess whether necessary knowledge and techniques are effectively transferred to the FFS members through the FFS sessions; and
- Measure FFS members' level of knowledge before and after training.

Participants do not need to know how to read and/or write to be able to participate in this activity. Where some participants cannot read, the facilitator must walk with the illiterates and read out the questions, preferably in the local language.

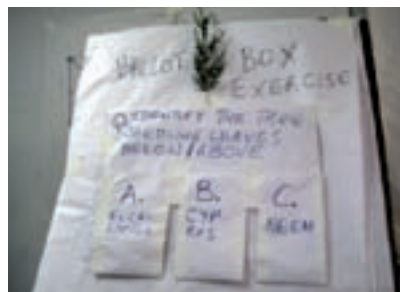
- Manila paper or cardboard;
- A whistle;
- Marker pens, paper bags, masking tape, rubber bands, etc.; and
- Plastic bags, live, dead or preserved specimens.

Cut manila papers and prepare the ballot “strings” as below. The number indicates the ID of each FFS member. For example, if there are 18 participants, prepare 18 paper ballot strings. Each string should have one ballot for each question; if there are 15 questions, each string should be divided into 15 ballots.

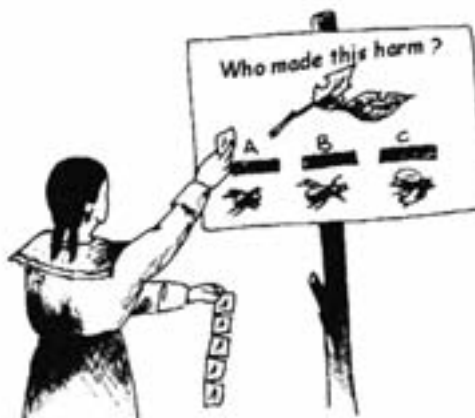
Diagram illustrating the iterative step of the merge sort algorithm. It shows three rows of 15 cells each. The first row contains all 1s, the second row contains all 2s, and the third row contains all 18s. A downward arrow points from the 8th cell of the second row to the 8th cell of the third row, indicating the merging of two sorted sub-arrays.

Preparation:

1. Prepare 15 to 20 questions focused on important knowledge and techniques in regard to the FFS enterprises and curriculum (see examples of questions below).
2. Prepare ballot boxes with questions. Try to simplify and use the least possible number of letters/words. Prepare three pockets below the question and mark them with multiple choice answers. The pockets are the ballot boxes into which the FFS members cast their "ballot" – in the form of their ID number.
3. Display specimens next to the question. This makes the question clearer, especially for illiterates.
4. Place the questions around the host farm using poles or by fixing on trees.

**Implementation:**

1. Assign each participant an ID number and provide them the ballot string with this number. Record each participant's ID number.
2. 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 ID number ballot in the pocket showing their selected answer.
3. 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.
4. Discuss with illiterate members one week before to find a most comfortable way to help them to undertake this exercise.

**Evaluation:**

1. After finishing the session, the facilitator will hold a plenary session with the group asking questions such as:
 - How do you feel about this activity?
 - What have you learnt from the exercise?

3

STEP 11

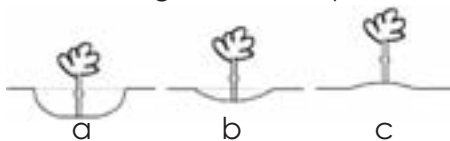
- How can we improve the session?
 - Did you like to analyse each question?
2. Review the answers for each question while the questions are still mounted on the board.
 3. Analyse the result in the office, evaluate the participants' performance and prepare a report (Annex 3 9 1).

Notes for Facilitators.

1. The facilitator should prepare the questions at home/office. The questions must be practical and based on the availability of the specimens and materials. They should not be formulated from textbooks.
2. The samples should be fresh/live and maintaining their colours, with evident symptoms and characteristics.
3. The facilitators should arrive earlier to prepare and collect specimens on the day of this exercise.
4. If possible, ask for help from a colleague or a farmer facilitator in undertaking the session.
5. Take care when disclosing the results of the ballot. Do not disclose to those members who do not want to know the results.



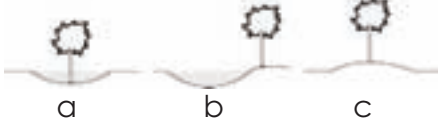

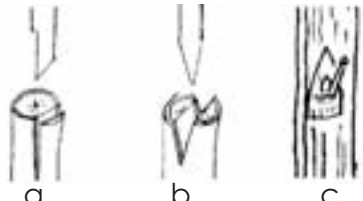
Example of Ballot Box Exercise

Cropping Techniques	
<p>Which is the proper spacing for maize?</p> <p>a. 1 X 1 ft b. 1 X 3 ft c. 3 X 3 ft</p>	<p>Who caused this harm (Drawing/Specimen)</p> <p>a. Stalk Borer b. Lady Bug c. Cut Worm</p>
Fruit Orchard	
<p>Which is proper spacing for mangoes?</p> <p>a. 2 X 2 m b. 5 X 5 m c. 7 X 7 m</p> <p>Grafted mango should be planted:</p> 	<p>Which is Apple mango?</p> <p>a. (Specimen) Kent b. (Specimen) Apple c. (Specimen) Vandyke</p>
Tree Species	
<p>Which tree has a lot of branches?</p> <p>a. Grevillea b. Senna siamea c. Eucalyptus</p>	<p>Which tree is not termite resistant?</p> <p>a. Mukau b. Senna siamea c. Eucalyptus</p>
<p>Which tree does not coppice?</p> <p>a. Grevillea b. Eucalyptus c. Mukau</p>	<p>Which fruits are not edible for man?</p> <p>a. Bula (Vitex doniana) b. Mukau c. Tamerindo</p>
<p>Which tree is not eaten by cattle?</p> <p>a. Mulberry b. Calliandra c. Cypress</p>	<p>Which tree is not eaten by goats?</p> <p>a. Mukau b. Grevillea c. Eucalyptus</p>
<p>What is the problem of Mukau?</p> <p>a. Germination b. Termites c. Kukauka rahisi</p>	

3

STEP 11

Example of Ballot Box Exercise

Tree Management	
<p>Mukau should be planted:</p>  <p>a b c</p>	<p>If you see buds in Mukau, what will you do?</p> <p>a. Toa b. Acha ikue c. Piga dawa</p>
Nursery Techniques	
<p>Which tree is better for seed collection?</p>  <p>a b c</p>	<p>How often do you water nursery seedlings?</p> <p>a. Daily b. Weekly c. Monthly</p>
<p>What is bad for Mango seeds?</p> <p>a. Soak b. Cut the seed coat c. Boiling in the water</p>	<p>Which is good for Grevillea Seed?</p> <p>a. Sow dry b. Soak c. Boil in water</p>
<p>How often should you do root pruning?</p> <p>a. Daily b. Weekly c. Monthly</p>	<p>Which is wedge grafting?</p>  <p>a b c</p>
Pest & Diseases	
<p>Which one is a pest?</p> <p>a. Stalk borer b. Bee c. Earthworm</p>	<p>Which one is a beneficial insect?</p> <p>a. Grasshopper b. Weevils c. Black ants</p>
PTD & AESA	
<p>What is not true? PCE is:</p> <p>a. To compare techniques b. To make better decision c. To increase workload</p>	<p>Which is not true? AESA is:</p> <p>a. To assess development of crop b. To find disease and pest c. To show the officers</p>

PCE Analysis Session

3

STEP 11

Objectives.

To assess and evaluate the result of PCE at the final stage of an enterprise and enhance members' capacity to analyse at the end of FFS. Emphasise:

- What has been observed between the plots?
- Which one looks better for your farm?
- Why do you think so?

Procedure.

PCE analysis sessions should be conducted for each enterprise. This session can be made in two steps, first identify criteria to evaluate PCE and secondly do the detailed analysis when the PCE is in the final stage of development (growth).

Question 1: What difference has been observed between the plots?

Step 1.

Ask each sub group to define their own criteria to evaluate the results (treated/new technique and control/ traditional) by comparison. Try not to interfere in the definition of those criteria. Those criteria are then put in a matrix as below.

Evaluation Criteria/Comparative (Examples)

- Labour
- Farm inputs/chemicals
- Total expense
- No. of plants dried/survival rate
- Health of plants / vitality
- Level of pest / termite attack
- Total yield
- Value of product
- Profit
- Quality of the product
- etc.

Comparison	Plot 1	Plot 2	Comment
Labour	Icon of people working	Icon of people working	
Work in the field	Icon of people working	Icon of people working	
Fertilizer	Icon of fertilizer bag	Icon of fertilizer bag	
Manure	Icon of manure pile	Icon of manure pile	
Health of Plants	Icon of healthy plant	Icon of healthy plant	
Presence of pests	Icon of pest	Icon of pest	
Decision-making	Icon of person thinking	Icon of person thinking	
No. of application	Icon of person applying	Icon of person applying	
Quantity of food, chemical application	Icon of person applying	Icon of person applying	
No. of fruits	Icon of fruit	Icon of fruit	
Yield	Icon of basket of fruit	Icon of basket of fruit	
Profit	Icon of money	Icon of money	

3

STEP 11

Step 2.

Once each group has their identified criteria, record the analysis for the plots as shown in the following matrix:

Evaluation Criteria	Plot 1	Plot 2	Plot 3	Comment
Yield				
Manure				
Fertiliser				
etc.				

Step 3.

Finally present in the plenary session and let the participants identify advantages and disadvantages of each plot and treatment. Each criterion must be analysed and noted in the column for comment. Discuss among the group why those results came about, and the benefit and disadvantage of each practice applied in the plots.

Question 2: Which one seems more suitable for your farm?

Question 3: Why do you think so?

Step 4:

Finally discuss how PCE and AESA are contributing to analysis and decision making.

Question 4: How has PCE contributed to your conclusions?

Question 5: How has AESA contributed to your conclusions?

Note to facilitators:

1. Prepare and conduct the visual (drawings) session together with the matrix, so that the analysis can be more visual and less quantitative. Fewer letters and numbers but more drawings are the key for good understanding for the benefit of farmers.
2. Define which parameters of comparison will be used in the picture: whether it is number or size. Try not to mix parameters, which may confuse farmers.

3. Prepare matrix paper, cards or materials before a session.
4. For this session you must review all materials developed by the farmers with regard to the target enterprise (PCE and AESA). Apart from existing data, you can add other criteria or observation such as health of trees or water contamination etc., if appropriate.
5. Be present throughout the session since at the end of the session farmers must be convinced which application of the criteria and principles of FFS will help them to manage their crop better.
6. Prepare PCE Analysis report (Annex 3 9 2).

3

STEP 11

Cost Benefit Analysis Session

Objectives.

To help members to be aware of the cost implication of enterprises and to understand the importance of analysing expenditure and profit through simplified calculation exercises (reporting format is available in Annex 3 9 3).

Considerations.

Analysis should be made enterprise by enterprise. You can prepare the matrices on newsprint in advance of the session.

Procedure A. Summarising Yield and Profit.

Calculate input and output of the enterprise in a simplified way, using figures from the PCE.

Step 1: Calculation of total expenditure.

Try to calculate how much you spend on each plot.

	Plot 1	Plot 2	Plot 3
Seeds	Ksh.	Ksh.	Ksh.
Manure	Ksh.	Ksh.	Ksh.
Fertiliser	Ksh.	Ksh.	Ksh.
Other farm input	Ksh.	Ksh.	Ksh.
Labour Cost*	Ksh.	Ksh.	Ksh.
Total	Ksh.	Ksh.	Ksh.

*Note: Calculation of the labour cost is important but also complicated. If the difference in labour requirement between the plots is very small then it is better to neglect calculation of labour costs. If there is a significant difference in labour requirements then first estimate the number of labour days for each plot and then multiply by the local daily wage cost – even if the labour is provided by the farmer or his family without cost. This allows a value to be assigned to any extra labour inputs.

Step 2: Calculation of the yield

Measure how much yield you have got from each plot.

	Plot 1	Plot 2	Plot 3
Yield	Bags	Bags	Bags

Step 3: Calculation of Gross benefit

Calculate the total value of the products.

	Plot 1	Plot 2	Plot 3
Yield: from Step 2	Bags	Bags	Bags
Price per Bag*	Ksh.	Ksh.	Ksh.
Total Value: Gross profit (No. of Bags X Price/Bag)	Ksh.	Ksh.	Ksh.

*Use the market price even if farmers do not sell the product.

Step 4: Calculation of Net profit

Calculate net profit subtracting total expenditure from gross profit.

	Plot 1	Plot 2	Plot 3
Total Value: from Step 3 (Bags X Price: Gross profit)	Ksh.	Ksh.	Ksh.
Total Expenditure: from Step 1	Ksh.	Ksh.	Ksh.
Profit: Net Profit (Gross Profit - Expenditure)	Ksh.	Ksh.	Ksh.

Concluding Questions:

Question 1: Which treatment needed more input?

Question 2: Which plot had the higher yield?

Question 3: Which plot resulted in the highest profit?

Question 4: Did the plots have any other advantages other than yield and profit?

Mention some:

Question 5: Overall, which treatment option seems more suitable for your own farms?

3

STEP 11

Procedure B. Quantification of Yield and Profit.

If you think the members are capable and have enough time to conduct the session, then try to quantify the cost per acre/ha on the basis of each plot as follows:

Step 1: Calculation of Plot Area.

Calculate the total host farm area excluding protection area, and divide by the number of the plots. If farm size was 30 m X 20 m and you divided it in 3, so the area of one plot is 200 m².
LENGTH X WIDTH = TOTAL PLOT AREA / NUMBER OF PLOT = PLOT AREA
e.g. 30 m X 20 m = 600 m² / 3 plot = 200 m²

Step 2: Find a coefficient for acreage.

You can calculate a coefficient for acreage by calculating how many plots are able to fit within an acre.
e.g. 4,000 m² (1 acre) / 200 m² (plot size) = 20 times

Step 3: Quantification of input and yield by acreage

If you multiply any figure drawn from your plot calculation such as input, yield, value or profit by the above coefficient, you can get the quantified figure on a per acre basis.

FIGURE PER PLOT x COEFFICIENT = FIGURE PER ACRE
e.g. KSH. 1,200 (Input/plot) x 20 = KSH. 24,000 (Input/acre)
KSH. 3,000 (Value/plot) x 20 = KSH. 60,000 (Input/acre)

	Plot 1	Plot 2	Plot 3
Yield	Bags	Bags	Bags
Quantified Yield per acre (Yield x Coefficient)	Bags	Bags	Bags
Total Product Value	Ksh.	Ksh.	Ksh.
Quantified Value per acre (Value x Coefficient)	Ksh.	Ksh.	Ksh.
Cost/Expenditure	Ksh.	Ksh.	Ksh.
Quantified Cost per acre (Cost x Coefficient)	Ksh.	Ksh.	Ksh.
Profit	Ksh.	Ksh.	Ksh.
Quantified Profit per acre (Profit x Coefficient)	Ksh.	Ksh.	Ksh.

Farm Self-Assessment Session

3

STEP 11

Objectives.

To help group members to evaluate themselves through the changes that have occurred in their fields such as the number of seedlings produced, trees planted and yields. Project management and facilitators can check their adoption level and viable/appropriate techniques as well.

1. Seedlings Production.

Question 1: How many & what kind of seedlings were produced by the GROUP before and after FFS?

Tree Species	No. of Seedlings produced Before FFS	No. of Seedlings produced During FFS
Avocado (Root Stock)	0	250
Avocado (Grafted)	0	30
Eucalyptus	0	50

Question 2: How many & what kind of seedlings were PRODUCED by EACH MEMBER before and after FFS?

Who	Tree Species	No. of Seedlings produced Before FFS	No. of Seedlings produced During FFS
Tom	Avocado (Root Stock)	0	50
	Avocado (Grafted)	0	40
Josephina	Caliandra	0	250
	Muvesi	0	25
	Mukau	0	10
Ali	Grevillea	20	120
	Eucalyptus	20	120

3

STEP 11

2. Tree Planting on Farm.

Question 3: How many & what kind of trees were planted on YOUR (EACH MEMBER'S) lands before and after FFS?

Who	Tree Species	No. of Trees Planted Before FFS	No. of Trees Planted During FFS
Peter	Mukau	0	20
	Mango (grafted)	0	36
Mariam	Caliandra	0	120
	Marverry	0	80
	Mukau	0	5
Idi	Cordia	0	10
	Grevillea	20	80

3. Crop Yield.

Question 4: How has CROP YIELD in YOUR (EACH MEMBER'S) agricultural lands been increased/decreased after FFS?

Who	Tree Species	Before FFS		During FFS	
		Yield (bags)	Area (Acre)	Yield (bags)	Area (Acre)
Paul	Maize	4	1	5	1
	Beans	2	1	3	1
Joseph	Maize	6	2	14	2
	Pigeon Peas	1	1	2	1
	Sorghum	3	1	3	1
James	Millet	2	1	4	1
	Green Gram	1	1	1.5	1

4. Changes in the Farm.

Question 5: What differences can you observe in YOUR (EACH MEMBER'S) farm lands before and after FFS?

Changes	Before FFS	During FFS
Maize Planting	At random (No proper spacing)	We put line before planting and plant 3 feet X 3 feet
Fertilizer	Never used because we thought it will destroy the soil	We apply one teaspoonful to each seed
Manure application	Just broadcast	Spot application when we sow the seeds
Farm observation	Approx. once per month	Almost every 3 days
Protection from livestock	Free grazing after harvesting	Fenced and protected whole year
Appearance of the farm in your community	Nobody cares	Neighbours start asking what I am trying

3

STEP 11

Self Evaluation Session

Objectives.

In order to evaluate the level of empowerment and weakness, this session tries to help participants become aware and conscious of what they have gained throughout the FFS process and from FFS (reporting format is available in Annex 3 9 4).

Question 1: What was your most exciting finding/experience in FFS?

Ask each member's personal impression of what they found most useful or interesting in FFS. e.g. "mango grafting would improve my farm", "I was really surprised how fast trees grow!" etc. and separate them into several categories on the newsprint.

Most exciting experiences
1.
#

Question 2: What was your most disappointing experience in FFS?

Some people might be too shy to talk openly about their negative feeling about the FFS. You can ask members to write on cards and collect them for later discussion.

Most disappointing experiences
1.
#

Question 3: Which kind of change have you observed in YOUR GROUP before and after FFS?

Changes	Before FFS	After FFS
1.		
#		

Question 4: Which kind of change can you observe in YOURSELF before and after FFS?

Changes	Before FFS	After FFS
1.		
#		

Question 5: How do you evaluate FFS compared with previous extension services?

Finally, ask members for an overall impression of Livelihood Farmer Field School and to evaluate the services through FFS in comparison to previous extension services (Very Good, Good, Fair, Bad, Very Bad) and report the result to HQ.

3

STEP 11

Way Forward Session

Objective.

To help a group become aware of the need for planning for self reliance activities and to promote continuous group activities with PCE/FFS/IGA after graduation (reporting format is available in Annex 3 9 5).

Procedure.

The facilitator should facilitate the group to conduct sub group sessions for the following four key issues and to discuss the way forward among themselves.

Use the questions below as the guide for facilitation.

1. PCE/AESA

- Do you feel it is necessary to continue PCE and AESA? And WHY do you feel so?
- Are there any topics not yet covered or that need to be reinforced among the enterprises learnt?
- Do you have other enterprises that you would like to learn and try?
- Can you continue with PCE and AESA in your own farm?
- How will you manage to get the inputs for those PCE?

2. Income Generation Activities (IGA)

- Will you continue with existing IGAs such as a tree nursery for fund raising?
- Do you feel that is enough?
- Do you want to start a new IGA such as poultry or goat keeping?
- How will you learn about that?
- Will you need some technical assistance or inputs?
- How can you get that technical support and who will pay for it?

3. FFS

- Do you think it is necessary to continue with FFS sessions for PCE and IGA as conducted before?

- Why do you feel so?
- How will you organise your group? Same members? Same by laws? Will you meet weekly as it was before?
- How can you get a specialist for a special topic? How often will you ask them to come?
- How much will it cost?
- Will you pay for it?
- How do you finance those activities? By yourself or finding other sources of funds?
- How do you procure the materials and inputs?

4. Other activities.

- Do you have other ideas for group activities other than PCE/AESA/IGA/FFS?

5. Preparation of Action Plan.

After presentations by all sub groups, hold a group discussion to come up with a plan for the way forward after graduation and future proposals for action. Commitments by the participants are also important since the plan should be implemented.

6. Comments & Recommendations.

Finally provide the members with some suggestions and recommendation in relation to the plan for the way forward.



Step 12 Field Day

3

STEP 12

Purpose

- Provide the FFS members with an opportunity to display and share the results of their PCE and other experiences.
- Motivate neighbouring non member farmers with the result of new technologies demonstrated in the host farm and also empower/build self esteem of the group members by showing their good efforts.
- Reinforce cohesion among group members and raise awareness among other community members, the government and other organisations in the area in promoting FFS and receiving support.

Main Outputs

1. Field Day Reports

Time Estimate

Three to five weeks

Important Points

1. Timing.

- Should be done when the PCE results are available for demonstration.
- Should be done as an FFS activity (one FFS day will be converted to a field day).

2. Contents.

- Facilitators **should confirm**:
 - Group should be confident and willing to show their result of FFS to the neighbours.
 - FFS must believe **“There is something we want to show.”**
 - Facilitators must confirm **“There is something to be shown.”**

3. Lack of Clear conscious of field day.

- Many members may find it difficult to understand the importance of field days. Explain clearly the purpose of

Sequence of
Activities

continued

a field day e.g. exposure to neighbours and improve of presentation skills of the members.

4. Lack of Clear conscious of Field Day

- Many members may find it difficult to understand the importance of field days. Explain clearly the purpose of a field day e.g. exposure to neighbours and improvement of presentation skills of the members.

1st week

1. Planning (see page 210).

- Preparation of a Field Day activity proposal.
- Initiate invitation for guests and publicity.

2nd week

2. Procurement.

- Purchase of required materials.

3. Site preparation.

- Allocation of duties and rehearsals.

3rd week

4. Field day.

- Implementation of Field Day.
- Typical Field Day Programme is as follows:
 - Arrival of visitors & registration
 - Host farm visit & demonstration
 - Assemble/prayer
 - Introduction
 - Presentation of learning result
 - Folk media/group dynamics
 - Speeches
 - Vote of thanks
 - Prayer
 - Refreshment/lunch
 - Departure



4th week

5. Compilation of the field day report.

- Preparation of Field Day Report through sharing experiences.

Special Topic

1. Prior to the field Day.

- What is a Field Day?

2. After the field Day.

- Experience sharing.

Lessons Learned

1. Number of community participants.

- Invite government officials including the village chief who can officially to announce the event.

2. Mobilisation of resources

- Funds needed to carry out a field day must be disbursed immediately after the planning is completed.

3. Interests from community participants.

- After the field day, there are always people who wish to join FFS. It is recommended for them to form a group and wait for the next round of FFS.
- New members would not be accepted to join an ongoing FFS. They should undertake the full cycle of an FFS.

3

STEP 12

continued



4. Poor attendance.

- Poor attendance is usually due to improper announcement and publicity.
- Interference from unexpected social events such as funeral and rains.

5. Preparation.

Preparation of field days is not easy for the members. Facilitators need to support FFS members as much as possible.

Experience Sharing & Evaluation of Field Day

A wrap up discussion should be held after the Field Day either the same day or in the following FFS session. This is a good opportunity for experience sharing on the findings. Reflect on the Field Day experiences and ask “What was good and what was bad” for analysis of the Field Day. Evaluate the Field Day using the Field Day Report format below.

Field Day Proposal

Date: _____

Name of the Group		District	
-------------------	--	----------	--

Date of Field Day**Place of Field Day**

Item	Quantity	Unit Price	Total	Responsibility
Cost covered by the Project		Ksh		
Cost covered by Groups		Ksh		
Total cost for enterprise		Ksh		

Purpose of the Field Day**Key points to demonstrate at the Field Day**

Name and signature of the Chairperson

Date

Comments from Facilitator

Signature of Field Coordinator

Date

[illegible]

Field-Day Evaluation Report by Group

Date	Name of the Group	District	Community
Overall Results			
Attendance	No	Evaluation of Field Day Points: 1 - 10	Overall Comments What went well? What went badly?
Members			
Guest of Honour			
Visitors			
Total			
Reaction of Guests			
Enterprise 1		Evaluation Points: 1 - 10	Comments
Enterprise 2		Evaluation Points: 1 - 10	Comments
Enterprise 3		Evaluation Points: 1 - 10	Comments
Comments of Facilitator			
Name and signature of the Chairperson			Date



Step 13 Preparing Project proposals with RuralInvest Module 3

3

STEP 13

Purpose

- Prepare project proposals with RuralInvest Module 3.

Main Outputs

1. Project Proposals
2. Memorandum of understanding between the project and farmer groups or loan agreements between a bank and farmer groups

Time Estimate

3 to 8 weeks

Important Points

1. **Skip this step if the project does not have RuralInvest Capacity.**
 - This step should be skipped if the project does not have RuralInvest capacity or offer support to FFS groups in preparing investment project proposals.
2. **Need to have a RuralInvest Technical Support Unit.**
 - Experience with RuralInvest has shown that the definition of 'Blocks' is often difficult for both farmers and facilitators. All projects using RuralInvest must have a RuralInvest Technical Support Unit (TSU) which can provide guidance and assistance as necessary to facilitators.
3. **Do not rush but provide constant backstopping to FFS groups in proposal preparation.**
 - The process of project proposal preparation can take a long time, depending on the amount of information which needs to be gathered. It might not be completed before the FFS graduation (Step 14).
 - Facilitators would need to provide backstopping and advice to groups preparing proposals with RuralInvest Module 3.

3

STEP 13

continued

4. Farmers should play the central role in preparing and reviewing the proposal.

- Farmers can and should be involved in investigating and defining costs, prices, activities and other aspects of the proposed enterprise. However, the actual calculation of enterprise feasibility will require the use of a computer, and would normally occur at the local office of the parent project (or the home base of the facilitator if not a project employee). It is then the responsibility of the facilitator to print out and discuss the results of the analysis with the applicant group.

5. Investment projects need to be linked with private sector.

- This manual recommends that if groups are interested in income generation enterprises, it would be appropriate to provide them with loans rather than grants.
- It is often useful to develop financing mechanisms with private sector financing agencies under a Public Private sector Partnership (PPP).

6. Scale-up of enterprises mean increasing risks of failures.

- Investment for enterprise development is different from the FFS itself, which is conducted under a protected and minimum risk environment. Therefore, facilitators should respect the decisions of farmers in the selection of enterprises for investment – after all, it is farmers' responsibility. However, facilitators should provide as much advice and support in enterprise development investment as possible using the results of FFS.

7. Composition and organization of groups for enterprise development.

- Normally, FFS members will need to form several groups or clusters for enterprise development, as enterprise management becomes difficult with many participants.

Sequence of Activities

- The composition and organization of a group to carry out enterprise development has a major impact on the success of an enterprise. Thus, facilitators should not interfere in the composition/distribution of members.

1st week

1. Review of results of the participatory evaluation and selection of the Group Project.

- Compare results of the participatory evaluation with the Profile that was prepared in Step 3 (RuralInvest Module 2).
- Each group must decide on the type of enterprise to be developed and discuss the both the project objective and potential markets.
- Look at the RuralInvest Module 3 Data Gathering Formats (Annex 3 10) and exchange views on what is to be described in each format.
- Remember, the Module 3 formats are used only for collecting and organizing information; the actual calculations and analysis will have to be done on a computer by someone fully trained in Module 3.

2nd week

2. Proposal Preparation with RuralInvest Module 3 Format.

- Discuss and fill in the Beneficiary/Group Analysis and qualitative analysis sections. These may need to be modified again after all price, cost and other data has been collected.

3rd week

3. Identification of investment and general costs.

- Discuss and identify the items required for the investment itself and the expected general costs of the enterprise.
- Identify the group members responsible for investigating the unit cost of each investment item.

3

STEP 13

continued

4th week

4. Completion of Investment and general costs.

- Complete the “Investment Costs” and “General Costs” formats.
- Review the total investment costs and determine whether the group would likely to be able to re pay the total investment amount if the capital is borrowed from a bank.
- Consider whether some purchased materials and items can be substituted by cheaper locally produced materials.
- Review whether the level of ‘own resources’ that the group would contribute to the project is too little compared to the total investment amount. For an income generating investment, it should be more than 20%.

5th week and onward

5. Preparation of full proposals.

- It may also be appropriate that the TSU review the estimates made by the groups and assist the facilitators to prepare the final analysis. Until all parties (farmers, facilitator and, if involved, TSU) agree, the proposal details may need to be revisited several times.

6. Submission of proposals to the project.

- Once approved by the applicants, the facilitator and the TSU, the proposal should be formally submitted for final review and approval at central level.
- Those proposals not supported by the project (TSU at the central level) would be returned to the group for further revision, until all comments from the TSU at the central level are reflected.

7. Finalizing of Module 3 proposals.

- Depending on the types of projects – whether the parent project itself directly finances the group project or whether the parent project just facilitates the groups

in accessing loans from banks, the accepted project proposals would be passed to the next step of preparing financing agreements.

- If the parent project finances the individual group projects using internal funds, a Memorandum of Understanding (MOU) would be prepared and signed (a sample is attached below).
- Proposals that were approved by the parent project but still required further modifications from the project partner bank would need to be revised again according to the comments from the bank.
- The groups that are getting loans from the bank would fill out a “Loan Application”.



Sustainable Livelihood Development Project
in the Mau Complex

Letter of Agreement
on Procurement of Investment Items
and
Repayments to Kenya Forest Service through Equity Bank

1. This agreement is jointly entered between Kenya Forest Service, the FAO Representative, and the group known by the following name.
- FFS Name:
- Registration Certificate No.:
- District:
2. This agreement has been entered on a voluntary basis without any coercion and is for the procurement of investment items listed in the proposal and quotations attached to this Letter of Agreement (LOA). **The group members listed in Attachment 1 will procure the agreed investment items listed in Attachment 2. If the fund are not used for the purposes provided for in this agreement, FAO and KFS shall have the right to (i) terminate this LOA immediately (ii) stop all further assistance, (iii) obtain from the group full reimbursement of all disbursed funds within 30 days from the date of notice of the termination of the LoA.**
3. This agreement has the following conditions.
1. The group has the following responsibilities:
- a. Use the funds strictly for the procurement of the items specified in this LOA. The group under this LOA has to report to the field coordinator of the project when unit cost and number of procured items differ from the quoted price and the number.
 - b. Submit proof of the procurement of the investment items (receipts and photos) to the field coordinator of the project within 30 days of the completion of procurement.
 - c. All the procurement agreed in Attachment 2 have to be completed within 3 months after the receipt of the agreed amount.
 - d. Maintain and submit an expenditure report to the project.
 - e. Repay the loan to the designated account according to the repayment plan agreed with Equity Bank, including an interest rate of 1.25% per month on the borrowed amount.
2. **The Project has the following responsibilities:**
- a. Provide the agreed amount of funds through Equity Bank Account.
 - b. Provide technical and managerial backstopping.
 - c. Audit the procurement and use of the investment items.
 - d. Monitor the enterprise activities financed by the project.
4. The present Agreement shall be governed by general principles of law, to the exclusion of any single national system of law.
5. Any dispute between FAO and the Group Members arising out of this Agreement shall be settled by mutual agreement. If the parties are unable to reach agreement, either party shall have the right to request arbitration in accordance with the Arbitration Rules of the United Nations Commission on International Trade Law (UNCITRAL), as at present in force. FAO and the Group Members agree to be bound by any arbitration award rendered in accordance with the above, as the final adjudication of any such dispute.

Signed

On behalf of the group		On behalf of KFS		FAO	
Name of Chairperson	Date	Name of Coordinator	Date	Name of Representative	Date
Signature		Signature		Signature	

3

STEP 13

Attachment 2. List of Procurement Items

No	Item	Unit Cost	No	Total
Total				

3

STEP 13





Step 14 Graduation

3

STEP 14

Purpose

- To mark the end of the successful FFS learning cycle.
- To motivate the members to practice the knowledge they have acquired on their own individual farms.
- To celebrate the farmers achievements and acknowledge time taken by farmers.

Main Outputs

1. Farmer as experts
2. Award of certificates
3. Graduation report

Time Estimate

Four weeks

Important Points

1. Graduation budget.

- Transport
- Lunch

2. T-shirts.

- Under the ISFP, the FFS members were encouraged to organize themselves to purchase T shirts with their contributions as mementos of FFS and graduation.

3. Logistics.

- Logistics is the most complex exercise. If the project organizes a collective graduation ceremony by inviting neighbouring FFSs to a designated venue facilitators may have to organize transport for the group members.
- Print the certificates and carefully verify the names of graduates.

4. Arrangement & Preparation by group.

- Prepare:
Presentation materials on learning results (Posters, AESA

3

STEP 14

continued

charts, Result Analysis, etc.);
Folk Media/Dynamics;
Graduation clothing (T shirts, caps) (optional);
Presentation and Folk Media/Dynamics;
The venue (by the host group);
Tents and arrange chairs; and
Refreshment or lunch using the graduation budget allocated to each group.

5. **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.

6. **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.

7. **Participatory evaluation (final sessions) reports.**

- Prior to the graduation ceremony, the group must complete a Participatory Evaluation (Final Sessions) so they can present their achievements during the graduation.

Sequence of
Activities

1st week

1. **Evaluation and confirmation of qualification.**

- Confirm eligibility to graduate from the attendance list.
- Members who have failed to attend 70% of all sessions would not qualify for graduation.

2nd week

2. **Planning for graduation.**

- Confirm fund availability.

- Date setting for graduation.
- Identify graduation venue.
- Notify the graduates.
- Prepare a graduation programme.
- Invite guests.

3rd week

3. Preparation.

- Set the venue (by the host group).
- Prepare a list of graduates.

4th week

4. Graduation.

- See “Proposed Time Table for FFS Graduation”
- Complete the graduation report.



continued

Organizing the Graduation Ceremony

A graduation marks the end of a successful FFS learning cycle. Unlike many other extension approaches, FFS has a very clear end to the programme. This leads to the farmers' conscious change to become self reliant. Through well managed FFS sessions, dependency is often no longer an issue for many graduates.

The graduation ceremony is usually organised by the farmers, facilitators and the coordinating offices, not by the field coordinator. It 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 PCE will be displayed, and FFS participants dramatise (using folk media) all lessons learnt at the FFS. Participants are awarded a certificate by the supporting agency/programme. At the same time, other community members will be attracted and may develop an interest to join the next planned FFS in their locality.

Visiting the Host Farm



Presentation of Learning Results



Presentation of Group Dynamics/Folk Media



Proposed Time Table for FFS Graduation

Time	Topic
9:00	FFS Groups Assemble
9:15	Registration
10:00	Opening
10:00	Prayers
10:05	Visiting Host Farm
10:15	Presentations of Groups
11:00	Group Dynamics
11:15	Speech <ul style="list-style-type: none">FFS RepresentativeDistrict representativeProvincial representativeProject team representative
11:45	Guest Speech <ul style="list-style-type: none">Local leaders: Chief, Councillors, District officers, District commissioner etcChief Guest
12:15	Presentation of Certificates
12:30	Vote of Thanks
12:45	Refreshments
13:00	Prayers
13:15	Departure

Graduation Report

Date: _____

Date		Venue		District	
Starting Time		Ending Time		Total Participants	Persons

Attendance

	Group Name	Graduates Attended	Total Member Attended
Graduated Group	1.		
Graduated Group	2.		
Graduated Group	3.		
Graduated Group	4.		
Graduated Group	5.		

Key Guests

	Designation		Designation
Guest 1		Guest 5	
Guest 2		Guest 6	
Guest 3		Guest 7	
Guest 4		Total Number of Guest Attended	

Observations / Findings / Comments

Ceremony Arrangement in general
Group Presentations
Guests Speech
Others

Name and signature of the Facilitator

Date

Example of Graduation Certificate



