



Food and Agriculture
Organization of the
United Nations

THE EASTERN AFRICA FIELD SCHOOLS HUB REGIONAL REFRESHER MASTER TRAINER WORKSHOP REPORT



**THE GRAND LEGACY HOTEL
6-9 JUNE 2022
KIGALI, RWANDA**

LIST OF ABBREVIATIONS

ACRONYM	FULL MEANING
AAS	Agricultural Advisory Services
ACREI	Agriculture Climate Resilience Enhancement Initiative
AEAS	Agricultural Education and Advisory Services
AESA	Agroecosystem Analysis
AFAAS	Africa Forum for Agricultural Advisory Services
BTC	Belgium Technical Cooperation
EA	Eastern Africa
EAFSH	Eastern Africa Field Schools Hub
ESAFF	Eastern and Southern Africa small-scale Farmers Forum (ESAFF)
FAAB	Farming as a Business
FAO	Food and Agriculture Organization of the United Nations
FFBS	Farmer Field Business Schools
FFLS	Farmer Field and Life Schools
FP	Farmer Promoters
FS	Field Schools
GAP	Good Agricultural Practices
IPM	Integrated Pest Management
KIIWMP	Kayonza Irrigation and Integrated Watershed Management Project
L-FFS	Livestock Farmer Field Schools
LOA	Letter of Agreement
MEL	Monitoring, Evaluation and Learning Framework
MT	Master Trainer
NUS	Neglected and Under-Utilized Species
PELUM	Participatory Ecological Land Use Management
PRISM	Partnership for Resilient and Inclusive Small Livestock Markets Programme
PVS	Participatory Variety Selection
QDS	Quality Declared Seed
RAB	Rwanda Agricultural Board
SAMWAKI	Sauti ya Mwanamke Kijijini
SFE	Sub-Regional Office for Eastern Africa
SHEP	Smallholder Horticulture Empowerment and Promotion
TCP	Technical Cooperation Programme
TM	Twigire Muhinzi
TVETs	Tertiary Vocational Education and Training

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CONTEXTUAL BACKGROUND

A three days' workshop was organized at the Grand Legacy Hotel in Kigali, Rwanda, from 6-9 June 2022, with the purpose to provide learning and experience sharing platform to FS implementing teams and key partners of AFAAS/EAFSH with a view of equipping them with knowledge and tools to enable them offer quality FS backstopping services in Eastern African Countries with a particular emphasis on investment programmes.

The specific objectives were to:

- Present to AFAAS/EAFSH stakeholders the operationalization of the EAFSH: (Current LoA outputs and activities; and key achievements, challenges and lessons from the previous LoAs)
- Discuss and Refresh FS actors on key principles of FS approach, and other key topics
- Share experience on implementation, institutionalization and scaling up of the Field Schools methodology
- Review and update the Monitoring Evaluation and Learning (MEL) framework for FS M&E
- Promote the use of the EA FFS Hub among FS actors for technical backstopping support in FS initiatives/interventions in the region while sharing experience on institutionalization of FS in EA region

The Participants

The workshop attracted Master Trainers, Program managers of Investment projects, technocrats from the Rwanda Agricultural Board (RAB), Field School focal points, NGO staff drawn from countries including Burundi, DRC, Ethiopia, Kenya, Rwanda, Uganda and Tanzania.

The topics facilitated and or discussed centred around sharing knowledge and new innovations on FS implementation. A complimentary field tour to selected two selected Field schools on the outskirts of Kigali city was organized. The detail on the program is indicated in Annex.

The workshop took the form of lectures, group discussions, plenary presentations, visual video presentations and hands-on field experiences. The envisaged Key outputs include:

- A common understanding on the operationalization of the EAFSH
- Participants refreshed on FS Approach and other key topics (such as micro scale irrigation technologies, digitization of FFS, sustainability, Institutionalization and farming as business, etc.)
- Draft case story and or success story presented
- Reviewed MEL framework and related tools developed
- Highlights, observations, issues and recommendations

DAY 1 EVENTS PROCEEDINGS

6th JUNE 2022

Participants' Expectations

- How FS can help small scale farmers to practice farming as a business
- FS impact in enhancing extension services within different countries
- How FS can improve farmers professionalization
- Learn new ideas Know how FS works
- Documentation

- Knowledge sharing and networking
- FS sustainability
- Better understanding of the FS approach
- Understand the FS cycle
- Share experiences
- Field visits to FFS
- Learn more about the hub and AFAAS.

Participants' statistics

Country	AFAAS /EAFS-Hub	CFAAS	GOV	FAO	IPs	NGO	TOT
Kenya	3	0	0	1	1	0	5
Ethiopia	0	0	0	1	0	0	1
Uganda	5	0	0	1	0	5	11
Tanzania	1	0	0	0	0	0	1
Burundi	1	0	0	1	0	0	2
DRC	1	0	0	0	0	0	1
Rwanda	2	2	1	6	4	1	16
Total	13	2	1	10	5	6	37

Participants' Groupings

Group 1: Burundi and DRC

- Achille Ndara
- Ndikumana Speciose
- Adeline Nsimire
- Mussa Senge
- Jean Paul Habimana
- Tervil Okoko
- Claire D'Andre

Group 2: Kenya and Tanzania

- Baha Nguma,
- Freddy Thomas
- Mutungi Paul
- Oscar Ngasi
- Mukamana Josepha
- Kalinake Naume

Group 3: Uganda

- Jennifer Hire
- Opio John peter
- Andrew Atingi
- Charles Opiyo
- Mosses Okello
- Margaret Masumo
- Akello Hellen

Group 4: Rwanda

- Jean Pierre Kalisa
- Dr Assinapol Ndereyimana
- Dr Claire d'Andre Hirwa
- Enselme Ngabonziza
- Jean Claude Sibomana

Overall workshop coordination

AFAAS/EAFS-Hub: Max Olupot, Sharon Ibenu, Edwin Adenya, Odile Karekezi, Kalisa Jean Pierre
Moderators:

RAB: Izamuhaye Jean Claude (RAB) , FAO: Paul Mutungi,
Rwanda FAAS: Dr Narcisse Ndagijimana and Uwimana Angelique

OPENING SPEECHES

Setting the scene: Easter Africa Field Schools Hub; key achievements and lessons.

Mr. Max Olupot

The key note presentation provided the AFAAS strategic orientation whose goal is to enhance utilization of improved knowledge and innovations by agricultural value chain actors for improving productivity oriented towards their individual and national development objectives.



AFAAS is guided by the following pillars:

1. Strengthening and expanding network and knowledge management capacities;
2. Developing capacities for scaling out technologies and Innovations;
3. Facilitating advancement of Agricultural Education and Advisory Services (AEAS).

Partnership between FAO and AFAAS on the FS networking stems back from 2016 when an Interim FS Hub team established hosted by FAO. It was composed of five team members supporting the hub on part time basis. In January 2017 a stakeholder consultation Entebbe led to the Hub strategy development. In February 2018, the FS Hub transitioned from FAO hosting to AFAAS hosting. The FS Hub was officially launched in May 2018 in Entebbe and is currently supporting 11 Member countries.

The FS hub mandate is provide a platform for the institutionalization and oversight on quality implementation of the FS approach in the region. The vision is Farmers and agro-pastoralists transforming their livelihoods. The FS hub mission statement is to be leading Regional Center Of Excellence for “Quality FS Implementation” in the Eastern Africa Region.

The key roles of the Hub are to:

- Provide strategic guidance and leadership on FS approach in EA
- Facilitate knowledge generation and sharing
- Champion policy dialogue and advocacy
- Facilitate skills and competencies development and accreditation processes
- Ensure FS approach maximizing achievement of food and nutrition security (Food Systems)
- Foster and strengthen strategic partnerships

"The institutionalization of Field School has been very successful in Rwanda. We would like to learn from them and see how best we can work together."

Mr. Max Olupot Field School Coordinator.

The FS Hub has in the past signed two Letters of Agreement with FAO and these are some of the achievements

- Developed strategic documents namely the strategic plan, constitution, sustainability, institutionalisation, agribusiness strategies, advocacy materials
- Signed MoUs/ LoAs , FAO, IIRR, M-Advisory, recognition by Government, CSOs

- Capacity and Institutional Architecture: Master Trainers bolstering Hub Capacity working with CSOs
- Policy and advocacy, participation and exhibitions in various fora.

The third LOA with FAO for the period January –December (2022) was to contribute to enhanced quality and performance of FS interventions at country level by ensuring that the FS-Hub is able to effectively respond to current and emerging needs of FS actors in the framework of on-going investment programmes in the sub-region and at country levels. This builds on the achievements of the previous LOAs.

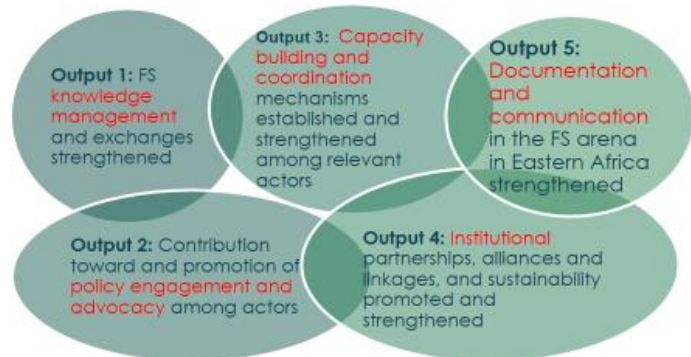


Figure 1: The Third LOA outputs

The Eastern Africa Field Schools Hub, is guided by the FS **SH Strategic Plan 2019- 2023**. In his concluding remarks, Mr. Olupot urged the participants to engage and empower farmers; coordinate effort, encourage enthusiasm, build partnerships, and adapt situations as they come our way. Agricultural extension and advisory services (AEAS) continuous to adapt Pluralistic Extension with blended approaches and tools. *FS Approach continues to stand tall in the crowd!!*

Dr. Otto Vianney Muhinda – Assistant FAOR Rwanda (Programmes)

He underscored one of the key principles of Field schools namely learning by doing. The field school is the space where local knowledge and science are brought to together and validated in the local ecosystem and economy. FS offers space for hands-on field school learning. He applauded AFAAS and specifically the EA



FS Hub for organizing the refresher workshop for MTs. He encouraged the participants to ensure that FS is People centred, knowledge sharing, and experiential learning.

Dr. Orlando Sosa – Head of the FAO Sub-Regional Office for Eastern Africa.



He applauded the Ministry of Agriculture in Rwanda, through the RAB and EA FS Hub for organizing the event. Rwanda exemplified as the best example in FS institutionalization in the region. He asked the FS hub to scale up the institutionalization of FS in Research and Institutions of Higher learning. FAO recognizes the EA FS Hub as a supplier of FS services and thus will seek to forge better partnerships for the region.

Official Opening Remarks - Dr. Charles Bushagu

Deputy Director General in charge of Agriculture Development - MINAGRI

He was pleased to be in the event to represent both the Min Agri and RAB. He recognized the presence of Max Olupot the Coordinator of Field schools as well as the Director Programs of AFAAS and Dr Otto Muhinda, the Assistant FAO representative (Programmes). He thanked AFAAS for organizing the workshop in Kigali and that it went in line with his plan to organize a workshop on Extension in Rwanda, in which he intends to invite a big gathering of dignitaries engaged in extension so as to improve extension delivery to farmers

He emphasized the important role of extension in Rwanda and Africa most especially in the advent of COVID-19 that caused a crisis not only in Africa but Europe as well directly or indirectly. “How do we adjust to adapt to have food in all communities?” he asked. He said our role is critical so we need to adapt to that. And that a neighbour may provide food for the others else a crisis in the continent.

Integrate Extension, because it is key in agriculture transformation. As part of the *Smart Munganire* (input subsidy systems) program, government intends to subsidize inputs for farmers. However, as farmers get seeds, they also need the correct advisory services, notably information on quality of the inputs as well as how to use them.

As one of those engaged in implementation of the program, he sees the role of Agricultural Advisory Services (AAS) to farmers as being key. He noted for example there were Field schools operating at village level in Rwanda, and their implementation was supported by farmer promoters. Farmer promoters are volunteers playing a critical role so that farmers access correct inputs and agricultural advisory services. They also mobilize farmers and manage demonstration plots. In Rwanda the farmer promoter structure is in place and very critical extension agency reaching farmers, notably demonstrations RAB wants to promote hence act like RAB ambassadors.



He reiterated that Field schools are site specific, there is need to see how these can be tested in different countries. On field schools he noted that retention of staff is critical. He asked, “How do we keep most capable people within the FS fraternity; How do we sustain them so that they enjoy their work as they deliver to their expectations?”

On digitalization, he said, a big extension tool to be developed is to add value to the work in extension. He said Rwanda has an input subsidy system where farmers can order for inputs on line. That the system should be upgraded not just for inputs but AAS. Can this be taken to another level and experiences in countries around the region be shared? On his own behalf as a deputy director RAB and MinAgri representative he wished the participants a successful workshop and a welcome stay in Rwanda.

FAO support to FS and Field Hub- the future role of the FAO - Dr. Paul Mutungi

Dr. Mutungi applauded Rwanda for having birthed the initial FS Regional Workshop that was held in Kigali in 2017, which was preceded by the Twigire Muhinzi fair in 2016. He applauded the way the Ministry of Agriculture, the Rwanda Agricultural Board (RAB) and FAO were talking together.



Although FAO was the pioneer of the FFS approach, it was felt that an independent body to manage the FS methodology in the region would incorporate more stakeholders but also support to institutionalization. FAO recognizes the great gains made under Twigire Muhinzi. In order to understand how Rwanda has done it. Twigire Muhinzi is being documented as a good practice for food systems.

In the region, FAO’s future role is to:

- Support to institutionalization
- Support for Climate Smart Innovations to enhance food systems
- How to use climate information

Dr. Mutungi advised AFAAS on the need to be more innovative and forge sustainable partnerships. Research and learning institutions should not be forgotten. FAO is in the process of updating the list of FS master trainers in the region, thus providing a more active role for the incorporation of the EA FS Hub. He urged the EA FS Hub to venture into translating the FS Guidance documents and other manuals into Swahili and Local languages.

Plenary discussions.

Question	Answer
Considering different levels of Institutionalization of Field schools, how have you planned to roll out to different countries?	The decentralized local governments are critical entities to advance institutionalization of FS, as central governments, notably Ministries enact and review policies on the same.
What are the benefits of Institutionalizing Field schools in Kenya (Academia)?	Select universities have now rolled out a Field Schools curriculum for short courses and degree programmes.

FS has to be simple. It should be taught at Farmer training centres, TVETs and other low level institutions. The key training manuals and publicity documents need to be translated into local languages. The regional / devolved governments (the lowest level) have to be considered during FS implementation. FS should be able to provide empirical evidence advocating the transition from small plots to a bigger area (model farms)

Institutionalization of Field schools, the case of Twigire Muhinzi programme in Rwanda : key achievements and challenges : Mr. Moussa Senge – Extension facilitator RAB

Twigire Muhinzi is made up of two complementary models namely crop specific experts, who are paid service providers, called FFS, who form the key link to the private sector and elected volunteers, at each village, called Farmer promoters (FPs). The FFS primary focus is to provide extensive training to farmers so that they truly understand a topic, and believe in best practices. For the FPs, although they have much lower capacities, they do have the advantage of sheer scale - 14.2K, one per village.



The primary focus of TM is a) to increase input use b) provide consistent farmer training to improve basic good agricultural practices (GAP) and ultimately increase yields, and c) support land consolidation. There are 14,835 villages in Rwanda, of which 14,200 villages are agriculture-based. These villages are provided with farmer promoters (volunteers) and demo plots. The eight key crops prioritized under TM include maize, beans, cassava, soya, wheat, bananas, fruits and vegetables. There are over 2,500 FFS Facilitators, recruited on a paid service and linked to the private sector. The FFS facilitators establish experimentation plots within the FFS groups.

There were 45 MT initially supported by BTC. The number has reduced to 22. The Government of Rwanda allocates 2 million USD (approximately USD 250,000 per district) for extension. Over time, the approach has had many successes. One of biggest is increased farmer access to information. In 1994 Extension service delivery was almost absent or heavily top down approach. By 2020 the extension to farmer ratio is 1:110 and over 800K farmers are being trained by FPs alone! Indeed, yields have improved, although a lot more work is still needed. The second success, is that because of the creation of this network, many partners of RAB are leveraging it to deliver impact to farmers.

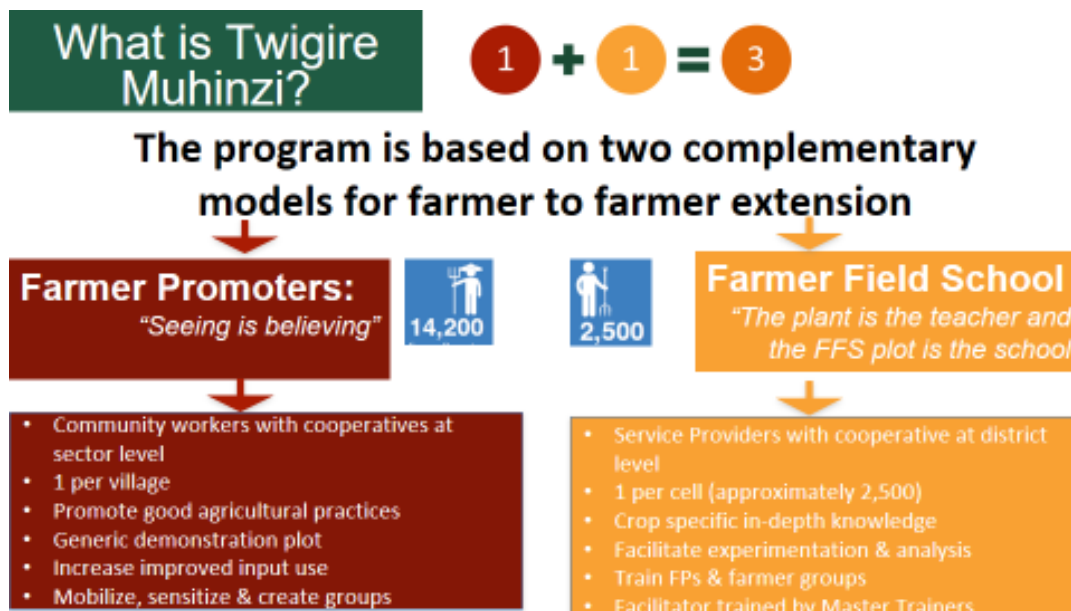
How the partnership team helps the system deliver farmer impact?

1. We provide FP capacity building through the provision of practical training and extension materials
2. We also provide inputs for village demo plots which also serve as incentive, uniforms
3. For accountability, we run some performance tracking and raise farmer expectation
4. For the Innovation and system management:

- Design marketing & product innovation trials
- Provide marketing materials, from others
- Coordinate local government (sensitization sessions & reporting)
- Coordinate Earmarked Transfers
- Manage or support RAB Priority projects & drive system change

Asking / sharing data allow us to:

- Understand the economic and agricultural objectives laid out in the various vision documents (EDPRS II, PSTAIV, Vision 2050) of the country
- Gain a more in-depth knowledge of the Rwandan agricultural vision, both in practice and in policy
- Shape our own objectives for the projects we implement through the Partnerships
- Serve all farmers across Rwanda
- Deliver more impact more efficiently
- Invest in an agricultural ecosystem that benefits all farmers across Rwanda



Ultimately the partnership with the Government of Rwanda, through RAB seeks to strengthen the Twigire muhinzi (TM) by increasing its scale, impact and sustainability. The government provides staff to work collaboratively. One Acre Fund and RAB staff jointly design, coordinate and implement activities on a daily basis. These staff, dedicated to TM, also focus on:

- 1) developing and distributing materials: This is a huge task never done before (700,00 fliers, brochure, checklist)
- 2) Designing and implementing innovations that increase Farmer promoters' motivation, capacity, marketing capabilities, and access to information
- 3) Conduct rigorous M&E to evaluate activities to determine what to scale up, where to improve, etc.

All these is made possible by financing and by drawing on Core's experience.

Question	Answer
What are the challenges of sharing data and using it to design and guide the implementation of your programs?	The government may have a different way of interpreting data. For example, OAF might be interested about the number of farmers trained (quality), but the Government might be interested about the number of farmers reached (quantity). Our data might be looking on trends over few season with specific deliverables based on donors requirements. However the Government might be looking at data to influence a cabinet decision; which then the National Institute will be the one to rely on with their agenda that is not necessarily the one of OAF / Partnerships.
What are the benefits of sharing data and using it to design and guide the implementation of your programs?	It became easier to gain trust with the partner (Government) when data collected relate to other Government priorities in Agriculture sector (Gender, youth involved, other value chain like Agribusiness, access to the market, earmarked funds used, etc.)
How do you conduct Monitoring and Evaluation	M and E is conducted before and after establishing FFS.
How is gender integrated in the program?	Rwanda connect – provide smart phones (bundled with climate information) Women’s day – all women farmer promoters provided with information.
What else has made TM successful?	Radio coverage in the country stands at 95% Contributory role of <i>Muganda</i> , Village leaders are volunteers The leaders get Incentives (3-5 USD) when going for training. Farmer promoters and Agro-dealers are actively involved in the programme.

Challenges to the Twigire Muhinzi approach

10—15% Facilitators not working

The 2006 Extension strategy prescribed an extension system that was farmer –to –farmer and self-reliance. Plans to improve Customized Agriculture Extension System (use of private sector, livestock, youth, ICT)

FS approach’s implementation: success and challenges

The case of FS implemented by IINADES formation

FFLS implemented under different FAO funded projects namely:

1. The joint project RWEE: *“Accelerating Progress towards the Economic Empowerment of Rural Women”* implemented between FAO-IFAD-UN Women and WFP in 2 districts (NGOMA and KIREHE) of Eastern Province and 1 district (NYARUGURU) of Southern Province since 2015. Inades-Formation Rwanda has been contracted as the main Implementing Partner.

2. The technical Cooperation Programme (TCP/RWA/3602): *“Strengthening the impact of Rwanda’s VUP-Public Works (VUP-PW) and beneficiaries’ graduation out of poverty”* implemented between FAO Rwanda, MINALOC and MINAGRI in 4 districts of Rulindo, Gakenke, Nyabihu and

Rubavu of Northern Province (October 2017 – May 2018). INADES-Formation Rwanda was the Implementing Partner.

Key achievements

To date, 142 persons including rural community members, local government officials and project staff were trained as FFLS facilitators. In addition 100 FFLS groups were established and learning properly. The number of beneficiaries reached is 6,137 (segregated as 4,218 women and 1,919 men). Extension services have been strengthened, whereas trained facilitators continue to support their communities. Some of the topics taught include:

- ✓ How to select better quality seeds for planting;
- ✓ How to monitor their crops growth;
- ✓ How to harvest and store their crop production to reduce post-harvest loss;
- ✓ How to improve their diet with their farmed crops, both in terms of quantity and quality.

The successes can be attributed to planned FFLS activities from the project formulation with adequate budget, Quality of Training of facilitation (TOF), a strong M&E strategy and a complementarity between different components that to connect beneficiaries to other projects. INADES the implementing partner has been found to be reliable, with a stable staff and working means. The NGO is financially stable, with extensive experience in rural development.

The facilitator identification was community based, the TOF was fully implemented, which was followed by a one week refresher training. Exchange visits (at initial stage of the project) were conducted. The training was done in local language.

The projects encourage individual and group Income Generating Activities Life skills as FFLS integral component was used to initiate and support the saving and credit system in FFLS group. Through this project the FFLS groups were transformed into formal cooperatives and linked to existing national programs such as Nkunganire and Umurenge Sacco.

Challenges

- Unclear FFLS funding model from the beginning.
- Limited learning period which does not allow a strong enough solidarity amongst the project beneficiaries, which doesn't guarantee the sustainability of actions.
- Lack/Insufficiency of funds to continue activities after the project timeline
- Facilitation: philosophy of volunteerism does not necessarily yield good results
- Instability of implementing staff
- Poor supervision at different levels: Implementing Partner, Project Focal Point, facilitators and beneficiaries
- Bad choice of FFLS facilitators (wrong recommendation of Facilitators by local authority)
- Delay in provision of Training materials (seasonal)
- Lack of a vision for the group (poor mindset of project beneficiaries)
- Lack of anticipation in preparing the exit strategy (by group members and supervisors)
- Interference with the FFLS group (divergent interests between members and supervisors)

Impacts

Capacity development at individual level, achieved, in terms of planning, organizing, mastering agriculture technics and mind set changing. Specialization in different value chain (maize and vegetable) and improved nutrition security. The saving and lending culture has been enhanced through FFLS groups. Income generating activities have commenced at individual and cooperative level. Skills development for implementing partners' staff was conducted and the best management of irrigation schemes implemented. (Sustainable operation and maintenance of irrigation infrastructures). The project has been able to attract additional potential partners. Better performance of women facilitators was evident. Agro dealers' performance in terms sales rose from 3tons per season to 100 tons per season. Life skills is an integral component. FS are now more formal and engagement and stable. There has been support to cooperatives (milling plant). Finally the FS groups have been able to develop their own infrastructures for sustainability of the cooperatives.

Recommendations



Projects with FAO component should respect FFLS protocol. The use other transformative approach and tools to complement FFLS (GALS, Main engagement etc.) should be encouraged. The documentation of success stories need to done continuously. The project advocates for integration of life skills in FFS curriculum and implementation.

The Implementing partners should show strong commitment to implement and follow-up the whole FFLS process. Other partners can use FFLS groups as an entry points to carry out their different interventions. Finally the

Government should fund mobilization to invest in FFLS promotion and coordination activities.

Investments programs in Rwanda and field school approach

Key achievements and challenges. Dr. Assinapol - RAB/KIIWP

The IFAD project is supporting the implementation of Fruit trees production and maintenance on 1150 ha in Kayonza District, Eastern Rwanda. The field is the primary learning resource. Participatory curriculum process conducted (*gap analysis, crop phenology, problem solving*). *Season long training taking place. Two MT training 22 MT to train 268 facilitators in 134 FFS groups. Training started in the field and rootstalk preparation, controlled sapling production. Knowledge gap analysis has been conducted among the 268 facilitators (50% Female). The project is targeting 4600 HHs, as direct beneficiaries.*

Fruit Tree	Quantity/Area under production
Avocado	100,000 (360 ha)
Mango	160,000 (576 ha)
Citrus	60,000 (214 ha)
Tree tomato	60,000 intercropped in avocado
Jackfruit	60,000(on contours)

Figure 2: Number of planted fruit trees

Age profile of the Facilitators

- < 30 years = 35
- 30-50 years = 180
- > 50 years = 53

The overall goal of KIIWP is to contribute to poverty reduction in the drought prone Eastern Province of Rwanda. The project goal is to be achieved through development of sustainable, profitable and intensive small-scale agricultural activities supported through Public Private Producers Partnerships (4Ps) whenever opportunities exist in the selected project sites and areas. Farmers in Kayonza District made a request to have fruit trees as a strategy to mitigate the prevailing drought.

FS Orchard Management – the guiding principles

- ***The field is the primary learning resource:*** All learning activities take place in the field and are based on what is happening in the field.
- ***Experience forms the basis for learning:*** through discovery-based activities, the adoption by beneficiaries is assured by their own experiences and observations.
- ***Decision-making guides the learning process:*** The combination of analytical methods, ecological principles, and basic crop management practices helps farmers gain insights into the ecological interactions in a crop field and provide them with greater confidence in making crop management decisions.
- ***The training curriculum is based on local conditions of the FS and is participatory developed:***
 - *it is based on solving the real problems locally encountered that makes FFS uniquely different from other extension methods that are not participatory.*
- ***Training last the entire cropping season:***
 - *exposing the trainees to all development stages of the commodities of their interest,*
 - *to make sure that they become experts in addressing all issues related to their development and their related constraints.*



Preliminary activities conducted

- Sensitization meetings on FS approach
- Formation of FS groups (25-30 farmers) & election of FS leaders
- Selection of farmers' representatives to be trained as FS Facilitators (1 male & 1 female/FS group)
- Establishing the profile of participants to FS training
- Participatory Norm Setting and Leveling of Expectations
- Formation of Host Teams and discussion on Host Team Functions
- Knowledge gap analysis along the crop cycle
- Participatory elaboration of season long training curriculum
- Establishment of decision-making skills study plots (Location-specific problem solving study plots)
- Agro-ecosystem analysis (AESA): on a regular basis
- Implementation of the AESA's outputs: on a regular basis
- Other discovery based activities: Insect Zoo, Disease Zoo, etc.
- Group dynamics

Implementation of IPM

- Training on IPM was based on the following principles:
- Farmers learn how to grow a healthy crop (planting material, crop management: watering, fertilization, etc)
- Farmers learn how to regularly monitor their crop
- Farmers learn how to conserve natural enemies
- Farmers learn how to use pesticides as the last solution
- Farmers become experts in the production and marketing
- IPM guides have been developed as a tool to empower FS Facilitators and fruit trees farmers

Provision of Extension materials

- Booklets (avocado, mango, citrus, tree tomato, passion fruit, and jack fruit)
- Leaflets (avocado, mango, citrus, tree tomato and jackfruit)
- Factsheets on major pests & diseases: Mango mealybug, powdery mildew, anthracnose, viral diseases & and their vectors on tamarillo, etc.
- IPM guides (avocado, mango, citrus, tree tomato and jackfruit)
- Spraying calendar (avocado, mango, citrus, tree tomato and jackfruit)

Achievements and Lessons learned

- Rural extension staff are generally not capable of dealing with the full spectrum of complex problems that horticulture farmers experience. FS on orchard management covered that gap.
- Most fruit management practices are knowledge intensive; FFS play an important role since the approach does not rely on highly trained external advisors but on farmers own discovery and reflection.
- FFS play an important role in serving as a platform for human capacity building and empowerment, which in turn can ensure the success of services provided for the community.
- Horticulture industry is knowledge intensive; for successful orchard establishment and management in the community, FS approach is important to help achieving the following activities:
 - Proper selection of quality and healthy rootstock
 - Proper nursery management and avoiding mixing of varieties
 - High success rate of grafting
 - Proper orchard layout
 - Proper hole making: separating good & bad soil,
 - Hole filling & appropriate use of organic manure
 - Selection of quality planting material
 - Orchard management: watering, weeding, fertilizer application, management of pests & diseases, pruning, etc.
- **Pesticide reduction:** starting from a healthy planting materials and respecting all other IPM components results in considerably reduced pesticide application; pesticides used as a last option (behavior change).
- **Proper handling of pesticides:** resulting in environment preservation and reduced exposure risks.

- **Farmers become experts** and are capacitated to be in control of their own agro-ecosystems.
- **Changes in perspectives** with boosted self-confidence and pride, as well social change among FS participants
- **Social change** experienced among FS graduates relates to farmers taking steps for **dealing with challenges and obstacles** faced through reflective critical thinking or collective action.
- Farmers that increasingly are challenging authorities, information providers or market actors.
- Establishment of **demand-driven privatized** extension services.
- FS participation facilitates the **access to services from the local government** and private sector.
- FS are an occasion for the farmers to move to networks, federations and associations.

Challenges and way forward

	Challenges	Ways forward/proposed solutions
1	Fruit trees take longer period to complete their cycle. The FS lasts longer.	Meeting on biweekly/monthly basis. Selecting convenient time for all FS group members.
2	Irregular attendance of some farmers/Tendency to delegate other family members	
3	Youth involvement is limited mainly because they don't own land	Mobilize parent share lands to their children who are willing to engage into fruits farming; have special groups of youths.
4	Fruit trees take time to start giving income (3 years)	Intercropping with seasonal crops
5	High preference to one crop (avocado) compared to others	Continue to explain to farmers that the crop selection was based on site suitability
6	Old trees scattered in the site acting as source of inoculum for some pests & diseases (MMB for mango, viruses for tamarillo).	Wide are IPM interventions

Livestock Farmer Field Schools in Rwanda.

Dr. Claire D'Andre RAB/PRISM

The objective of FFS approach is to increase the capacity of male and female livestock farmers (Cattle, pigs, Poultry) and farm assistants to sustainably produce and supply higher volumes of quality meat and eggs to market and home consumption. Farmer Field Schools (FFS) is a group-based adult learning approach that teaches farmers how to experiment and solve problems independently. Sometimes called “schools without walls”, FFS farmers meet regularly with a facilitator, observe, talk, ask questions, and learn together. The FFS approach is based on the fact that the best learning takes place by *doing*, rather than *telling*. The facilitator does not lecture the farmers, but helps them to learn by asking questions and building on their experience and observations. Farmers are encouraged to make their own discoveries and draw conclusions. As an extension approach, FFS differs from the traditional, top-down “transfer of technology” method. Farmers interact with researchers to ask for help only when they cannot solve a problem by themselves. The Livestock sector in Rwanda, was found to have the opportunity to

- (i) improve the livelihoods of thousands of poor farmers in the rural areas;
- (ii) contribute to addressing the malnutrition and stunting challenge;
- (iii) raise income for those involved and
- (iv) reduce imports while expanding exports of poultry products.

In the Livestock farmer field school, emphasis is laid on raising livestock with the least disruption on the agro-ecosystem. The training methodology is based on learning by doing, through discovery, comparison and a non-hierarchical relationship among the learners and trainers and is carried out almost entirely in the field. The four major principles within the Livestock FFS process are:

- Raising a healthy animal (chicken)
- Observing the animal regularly
- Understanding the relationship between ecosystem and productivity
- Understanding ecology and become experts in their own field

FFS Master Trainers = FFS specialists

- Ensure training of facilitators
- Provide technical backstopping to all stages of implementation

FFS facilitators

- Selected among the farmers' communities
- Trained in ToT sessions
- Form & facilitate farmers' groups in FFS groups

Farmers

- Grass root beneficiaries
- Learning and implementing in groups: FFS
- Adopting in their own farms

For a group of farmers to be a successful Livestock FFS group should:

- Have a common need/interest
- Should be registered as a social group if legislation permits
- Preferably have a bank account

- Have an income generating activity on the ground
- Engage in some farming activities /Volunteer land
- Members ready to contribute a certain amount of money to the group
- Form a group of: Minimum 25, Maximum 35 person
- All members should be active farmers
- Encourage gender balance
- Available Technology options to be taken to the farms
- Technical backstopping - feedback from farmers
- Provide labour for school activities
- Some members should be able to read and write
- Group members should be able to initiate more FFS
- Establish group norms
- Existence of a clear demand for technology

Criteria for site selection

- Identify a problem area
- Central and accessible by farmers as well as facilitators
- Security
- An expressed need for information
- Social community able to work in groups
- Representative of the region, district.
- Suitable for technology development
- Should be ideal for school activities
- Democratically selected by farmers

Criteria for the selection of FFS participants

- Must be an active farmer
- Must be committed
- Must agree to the rules of the group
- Must belong to the same village
- Must be willing to attend all lessons during the FFS season.
- People who are willing to work in a team
- People willing to work and share ideas with others, particularly non members
- Willing to contribute financial or material inputs to the school/work in consensus
- Practicing farmer
- Must be interested in new technology

Participants sub-group and class

- All learning is done in sub-groups
- Each group is responsible for a treatment or a series of different treatments for comparison studies
- Treatments/experiences are performed at the learning sites (i.e. in the field)
- There is no replication in the same field school
- Each sub-group plays host team role on day of FFS activities
- Each FFS has officials

RDDP Cumulative achievement

1. Establishment and Development of Livestock Farmer Field Schools (L-FFS):

27 L-FFS Master trainers were selected from different institutions; RAB (10), HIR (14) and RCVD (3). They went through the season-long training on L-FFS methodology and later trained 765 L-FFS facilitators. 1704 L-FFS groups were established, constituting 331 farmers assistant groups. Cumulatively 43,479 Farmers have benefitted from the L-FFS approach. The training of master trainers was completed in March 2021 with the technical assistance from FAO. Their graduation held on 26th March 2021.

2. Support L-FFS groups learning by providing learning inputs/equipment:

2,000 Silage bags, 4 Balers, 4 tractors, 145 choppers and 12 milking machines have been purchased and distributed to support farmers in learning and demonstration.

3. Capacity building of Maize and Soybean farmers facilitators through FFS approach under Enabel Project.

113 Maize and soybean FFS farmer facilitators (38.6% F and 61.4% M) and their groups trained. As a result of the training, 226 FFS groups were formed that constituted 4500 farmers trained on Soybean and maize (FFS groups). 30 demonstration sites under soybean and maize production RWASOY 20-5; 20-4; 20-8 for Soybean and RHM 1407, WH 404; WH 101, respectively were preferred by farmers based on the yield.

4. Support LFFS learning

A total of 5804 kg of Maize and 5410 kg of soybean seeds were distributed in all district under Enabel project. The total Soybean planted area is 159ha. The average yield 1Tonnes/ha. The Maize planted area 394ha, average yield with 4.2Tonnes/ha. Fertilizers and 148litres of pesticides. It was reported that, drought during the planting period affected the yield.

5. Increasing productivity and profitability in the poultry value chain actors by using LFFS approach.

Capability building of farmers rearing poultry

21 Master trainers in pig production trained

205 poultry facilitators are being trained

410 poultry groups for chicken farmers were formed by Farmer facilitators

9300 poultry farmers (51% Female & 49% Male) are benefitting the extension services from facilitators

6. Support L-FFS groups learning by providing learning inputs/equipment :

These included Day old Chicks, feed concentrates, vaccines and drugs. The project provided the poultry booklets(Nutrition, breeding , diseases and business plan)

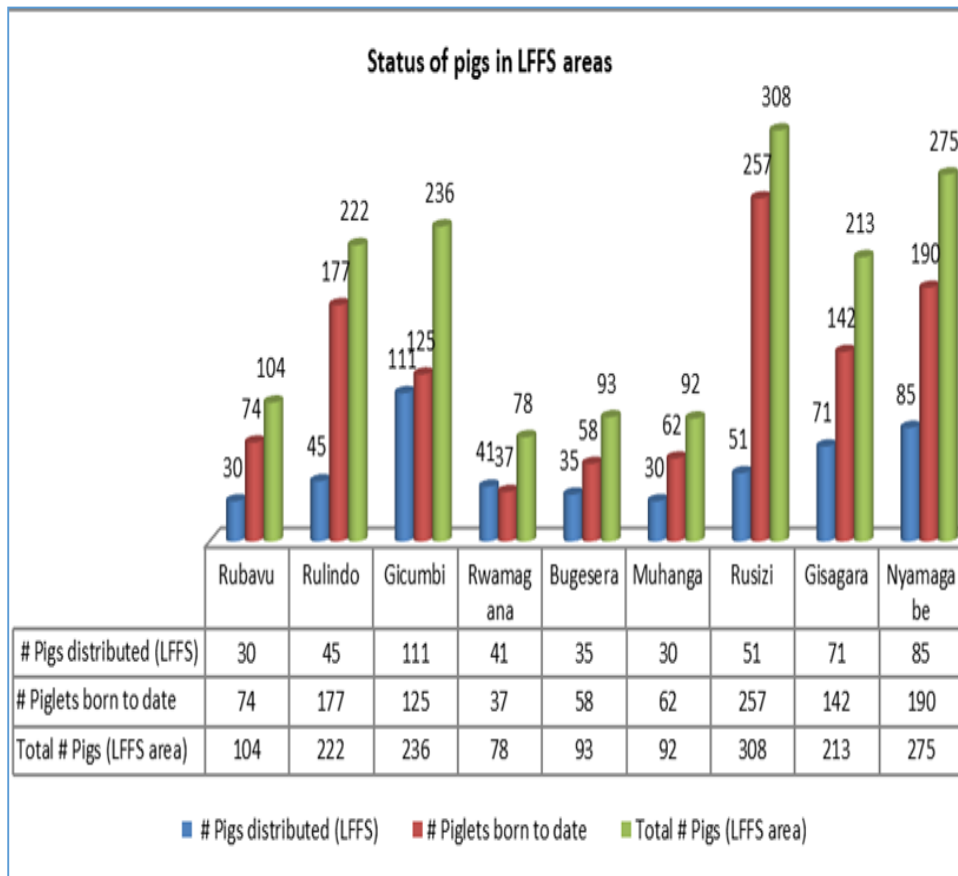
7. Increasing productivity and profitability in the poultry and pig value chain actors by using LFFS approach.

20 Master trainers in pig trained

95 pig facilitators are being trained in 9 districts (Muhanga, Bugesera, Rwamagana, Gisagara, Nyamagabe, Rubavu, Rusizi, Rulindo and Gicumbi). 190 pig groups for pig farmers) were formed by farmer facilitators. 5,700 pig farmers) are benefitting the extension services from facilitators

8. Support L-FFS groups learning by providing learning inputs/equipment.

Four pregnant pigs /1 Boar, Pig feeds, drugs, biosecurity clothes and boots were distributed to the groups. They also provided the pig booklets (nutrition, breeding, diseases and business plan).



Success Stories

- Fighting malnutrition in LFFS groups through children feeding using milk and eggs,
- Income generating activities and caring and sharing through passing on the gifts promoted among LFFS groups ;
- Modern cowsheds, poultry pen and pig houses
- Forage plots, Milk production increase, use of chopping machines, balers,
- Mindset change during dry season particularly forage conservation, use of crop residues are results of LFFS success in different project area.
- More than 25000 dairy farmers; more than 15000 poultry and pigs farmers are organized in LFFS groups through self help activities related to productivity under supervision of LFFS Master trainers to ensure sustainability,
- Knowledge based social capital and saving scheme developed among LFFS facilitators household and respective groups which ensures sustainability of LFFS,

- LFFS approach was successful and recommended as national approach to be adopted in Rwandan extension system.
- The Practice of AESA and LESA as core activities on weekly basis improved analysis skills and knowledge of facilitators in their daily farming activities
- Practice of improved livestock practices on regular basis.
- Facilitators are feeling confident to sign contracts of training other farmers using acquired skills and knowledge during ToT.

Lessons learned and best practices

- Passing-on gift by facilitators for the purpose of the sustainability of groups formed
- Number of Chickens and pigs increased in ENABEL intervention areas
- Litres of milk produced and meat and eggs highly increased at the Market level
- Increased income of households
- Dairy, Poultry and pig farmer's cooperatives formed
- Self-help groups and Savings within the groups created
- Food security increased

Sustainability of LFFS

- FFS Network facilitates sustainability
- Involve the youth in FFS to assist in labour intensive activities, and for them to benefit.
- When Income Generating Systems (IGS) are introduced early it enhances farmer interest and commitment

Challenges

Sustainability (FFS networks)

How to engage the youth effectively.



Climate/weather information in agriculture systems resilience building -ACREI adaptation investment experiences with FFS: Andrew Atingi

The overall objective is **“Improved adaptive capacity and resilience to current climate variability and change among targeted farmers, agro-pastoralists and pastoralist communities”**. The three underlying principles are:

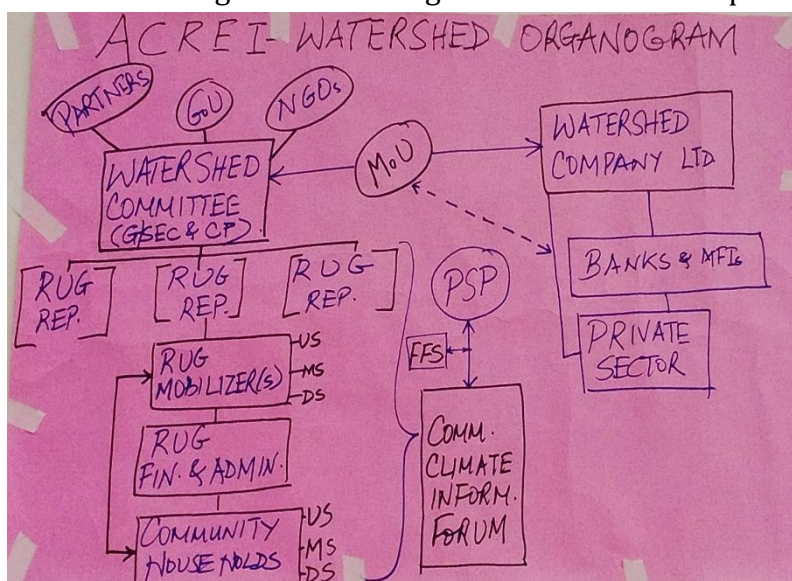
1. Community Adaptation practice
2. Climate proofing of extension system
3. Climate informed decision making

The priority value chains are vegetables, coffee and bananas. Participating groups have an adaptation investment grant of USD 45,000 per watershed. Each watershed has a resource user group. Each RUP has 3-5 mobilizers. Membership fees and annual fees are collected.

Lessons learned

1. There is need to intensify efforts on evidence based documentation of project impacts on livelihoods.
2. To ensure completion of pending activities in light of no cost extensions means getting more innovative on networking possibilities with various stakeholders.
3. The potential for scale-up of the Participator Scenario Planning (PSP) process is a challenge since the pre-season time window for holding PSP is short and availability of Met. Officers to attend the events very limited. Training of “para-Met officers” may be needed if running many concurrent district level PSPs in future.
4. Significant follow up and mentoring of proposed/installed ACREI water facilities will be needed to ensure that the community project indeed benefit the larger community as envisaged and in the longer term (i.e serve as learning site, tree and vegetable seedling nursery etc.). This since much of the planned infrastructure, generally water related, is on private individuals land, this is a risk factor to keep monitoring.
5. Implementing partner LOA assignments did not correlate neither with start not end of ACREI field engagement, i.e. too short duration LOAs (9 months).
6. Training Manuals are essential. The adaptation guide provides a basket of options on different adaptation practices. A Climate Knowledge information guide has been developed.

It is being used by FFS groups to make informed decisions on their enterprises. These include preparatory, implementation and post implementation. Mr. Atingi committed to share the training guides with the team. The participants sought more understanding on how to conduct PTDs, and to collect, document and climate information.



FS implementation in the Democratic Republic of Congo (DRC)

: Madam Adeline Nsimire SAMWAKI

Since 2011 in partnership with FAO, SAMWAKI introduced FFS approach through its agriculture component. 1 FFS master trainer was trained. The training of FFS facilitators in many zones covered by SAMWAKI programs. Since 2011

1. North-Kivu (Beni, Bweremana, Rubaya, Sake)
 - FFSF trained : 125
 - FFS established : 78 groups
2. South -Kivu (Territoires Walungu, Kabare, Kalehe, Uvira, Mwenga)
 - FFS trained : 138 facilitators
 - FFS established : 119 Groups



Impact and sustainability

Radio programs have been used to disseminate good agricultural practices – FFS, Dimitra, VSLAs. The SAMWAKI approach has been adopted by other groups. The Bubusa FM radio which supports FFS members to disseminate and popularize of the good practices gained from the adoption of FFS approach. The combination of 3 approaches which SAMWAKI works with in particular: FFS, the Dimitra clubs, and the AVEC all made up of farmers; other community structures and NGOs adopted the FFS approach.

Challenges.

- Some NGOs use the FFS approach any training, therefore the key principles of the approach are not respected and consequently non tangibles results from beneficiaries
- Lack of coordination mechanism among different actors using FFS approach;
- There is no framework of experience sharing for FFS facilitators;
- No framework for documenting and publishing FFS results and impact (success stories and challenges)
- Limited time and money allocated to FFS follow-up and FFS facilitators mentoring
- There is no framework to link FFS members to market

Future perspectives

- Initiate the FFS extension service in the communities;
- Lead advocacy activities with other stakeholders for the FFS approach institutionalization;
- Lead a creation of a FFS sharing platform for FFS facilitators in the region;
- Support FFS members in all stage of crop value chain: production, harvesting, post harvesting linkage with market

Overview of the project on Validation of Rice-Fish Farming System Integration through FS

–Mr. Solomon Gelalcha FAO SFE

Project title: Validation and dissemination of integrated fish-rice systems through the Farmer Field Schools (FFS) approach (TCP/SFE/3804).” The project started on 01 December 2020 and will end on 30 November 2022. The project is implemented in Burundi, Ethiopia and Rwanda. The project has two outputs with their corresponding activities, namely;

1. **Technical capacities on integrated fish-rice farming systems of the MoA staff and of the technicians/field supervisors have been developed and improved**
 - a) Capacity needs assessment;
 - b) Capacity building among government staffs;
 - c) Curriculum development;
 - d) Information sheets development.
2. **Strategies for integrated fish-rice farming systems adapted, validated and disseminated through the FFS approach;**
 - a) FFS site establishment;
 - b) Community buy-in;
 - c) Selection of FFS members;
 - d) Season-long FFS cycle implementation;
 - e) Spawner (female fish) selection;
 - f) Monitoring and evaluation of FFS sites, strategy development;
 - g) Strategy validation and dissemination.

Burundi	Ethiopia	Rwanda
Overall implementation is behind schedule. Stakeholders/ community sensitization took place in January 2022 in Bubanza Province and Gihanga Commune; Four rice-fish plots were identified (2 went operational- rice planted); FFS trainings conducted; Rice planted and fingerlings introduced	Implementation is well undergoing as planned. FFS groups and field sites established and operational at Tiwaneza Kena and Quara Abo Kebeles (villages). FFS trainings completed; Comparative experiments conducted with impressive results; Bahr Dar Fish Research Center and Fogera. National Rice Research and Training center are providing technical support to implementation of the project in the field.	Implementation is fairly good; Stakeholders engaged and FFS groups established; Two FFS field sites established and operational (Bugugu and Cyimpima) in Rwamagana district, Cyaruhogo marshland; FFS training curriculum and draft information sheet developed; FFS training provided; rice planted and fingerlings introduced.

Mr. Gelalcha shared two testimonials from farmer experiment from Ethiopia. The farmers reportedly produced 20% more Rice and 23 -36 kg of fish per season.

The way forward

The project will document the best practices from participating farmers. This will be published and shared with other farmers in the sub region. A strategy/ guideline will be produced to guide effective adoption and practices of the Rice-fish integrated farming system through FFS/ AFS in Eastern Africa. FAO-SFE will undertake resource mobilization to develop a sub-regional

program/ project to support scaling up of good practices in integrated Rice-Fish farming system through FFS/ AFS in Eastern Africa;

Question	Answer
1. How do you handle pests in fish?	The principles of IPM upheld. No chemical use nor organic fertilization. Capitalization of the symbiotic relationship among the two can be achieved in balance. Some trials on the use of organic fertilizer in the ponds to promote larval growth.
2. How extensive in reaching the most poor?	Farmers getting extra income, but fish not accepted culturally. Plans to utilize the entire value chain in support of scaling up.
3. How do you use the FS? Which life cycle are we using? (rice or fish)	Introduction of fingerlings once the rice has been established. Plans to protect against predators. Post-harvest management critical. Not like the traditional aquaculture.



DAY 2 PROCEEDINGS

FFS approach implementation in Burundi

: Ms. Ndikumana Speciose

Madam Speciose has been an MT since 2001, trained in Musanze Rwanda. Working on nutrition sensitive FS programming and now resilience building. FFS as a technical hub of the population resilience to climate change, combines the three complementary pillars (Technical, Financial and Social). Other FFS applications are in land scape restoration and Livestock Field Schools. Institutionalization of the FFS approach was initialized in 2015 at a workshop in Gitega. The following strategies were developed as a roadmap.

Output 1 – FFS Institutionalized

A Dialogue Framework for actors involved in implementation of FFS projects is established. A pilot coordination team established at the Ministry of Agriculture level and an operational unit established at provincial level.

Output 2 – An effective FFS capacity building established

A training mechanism of FS master trainers established, and the Training of FS facilitators going on. A sustainable refresher training of FS facilitators and master trainers established. A monitoring and evaluation mechanism and tools established.

Output 3 - Reference documentation on FFSs approach is available to all stakeholders.

A harmonized methodological guide on establishing FFS groups has been developed for Facilitators. Published a system for refresher training curriculum (Integrating technical and Methodological Aspects). Documented FFS cases and success stories.

Output 4 - Mechanisms for sustainability of FFSs activities established

A Forum of FFs facilitators is active and operational. Producers who participated in the training of trainers are re-strengthened, networked and connected with markets. The FS approach is incorporated into National Agricultural Development policies and programmes as well as the national budget.

The impacts include:

- Increased agricultural production through the application of the best agriculture practices respecting IPM principles
- The combination of the three community approaches that constitute pro-resilience projects; it allowed the beneficiaries to diversify their livelihoods.

Challenges

- The government wants to replace FFS plots by demonstration plots
- Program managers who do not have knowledge in FFS methodology,
- Insufficient budget allocated to FFS implementation
- Projects/programmes define in advance the focal learning activities that do not allow farmers to identify themselves their own priorities,
- The instability of FFS Master Trainers and Facilitators



Figure 3: Proportionate FS applications in Burundi

Recommendations

- Harmonise training of extension officers on FFS
- Intensify exchange visits between the facilitators, producers and cooperatives
- Contribute to resilience building in agriculture by emphasising on the three pillars of resilience.

The greatest challenge is that the government intends to replace the FFS with model farms. Decision makers not consulting with the farmers. There is need to harmonise the FFSs and allocate a higher budget allocation from the government. Finally there is a need to intensify exchange of information between groups, extension, research and NGOs.

Question	Answer
<i>In Burundi the “Model farms” approach is advocated for as opposed to Field schools due to the notion that Field schools engage farmers in small plots while model farms use large areas of land.</i>	It was suggested the above calls for lobbying and advocacy by a number of players among the leadership in Burundi. FAO is indicated to have kick started the process.
<i>Why FFS?</i>	It should be noted that the Field schools are meant to empower famers with knowledge and skills, promote farmer innovations from planning to the end as well as among others build their cohesion. There after upon graduation the members engage in commercial production of a crop or livestock prioritized prior and during study.

Sowing Diversity = Harvesting Food security

Mr. Charles Opiyo.

SH=HS Program is a programme supported by SIDA in 8 countries. It is implemented by Oxfam, PELUM Uganda and ESAFF. The programme objective is to empower smallholder farmers to uphold, strengthen and mainstream their rights and to build farmers technical capacities to better manage agricultural biodiversity to achieve food and nutrition security in the context of climate change. FFS is the vehicle of empowerment aimed at developing training FFS facilitators and Master trainers in collaboration with research institutions- MoUs and National GeneBank. The topics include Plant breeding, FFS principles and facilitation skills, Seed production & marketing, local plants and nutrition, Gender (Gender Journey Model, GALS) and Disaster risks reduction. The FS applications include diagnosis of community crops and varieties to select the crops and varieties to work on, Timeline analysis, Traits analysis, Set breeding objectives and source materials for learning.

The entire program has Field Schools that are farmer led by 68 FS facilitators, 25 are females. Facilitators are supported by 8 master trainers. The communities engages in participatory variety selection (PVS) for the introduction of new varieties that meet FFS breeding objectives. There are 71 FFS on PVS, focusing on soybeans, groundnuts, cassava, beans, sesame, rice, millet, Irish potatoes and sorghum. 6 community seed banks have been established. 19 FS have ventured into seed production for marketing (seeds entrepreneurship).

Challenges

- Limited credit given to seed work done by small scale farmers especially on PPB by some breeders and researchers
- The effects of climate change i.e. prolonged drought, floods etc. Though this is one of the reasons why we have the FFS – to breed climate resilient varieties
- The impact of COVID19 that has greatly impacted the implementation of FFS activities

The program consortium is looking forward to reinforce the collaborations with different stakeholders including government, private sector, NGOs among others and to build and strengthen a national FS network.

Question	Answer
How do farmers make money on social entrepreneurship?	Farmers work on a maximum of 3 objectives



Documenting FS approach's success and case stories

Mr. Tervil Okoko (IIRR)

Mr. Okoko outlined on the need to document FS human impact stories. The presentation emphasised good writing that arouses the reader's interest and stirs the reader's imagination. A good story presents believable evidence and gives good reasons for action. He advised the participants not avoid jargons and to use active verbs, not passives. Sample FS human impact stories were displayed, with the objective of giving the participants to critique and make better the stories. Mr. Okoko informed the participants of the role IIRR was undertaking in developing the first ever catalogue of FS applications. At the end of the presentation he shared the guidelines for documenting FS stories and profiling of field schools applications. See Annex.

The 6 Cs of Documentation

1. Is it correct?
2. Is it clear
3. Is it complete
4. Is it concise
5. Is it concrete
6. Is it consistent

FIELD VISIT (PRISM INVESTMENT PROGRAM)

RWAMAGANA DISTRICT, 8th June 2022

The Field visit centred on the Investment programme (PRISM/ENABEL in Rwamagana district): Madam Odile, Dr Assinapol, Jean Pierre Kalisa and Dr Claire d'Andre undertook the pre-visit preparations. The objective was to facilitate experience sharing on Twigire Muhinzi implementation through testimonies from farmers.

GROUP1: Rwamagana - Kigabiro Livestock Farmer Field School (LFFS)	GROUP 2: Jambiri Muhinzi FS
<p>The contribution of different stakeholders/partners in the implementation of Twigire Muhinzi Programme: Key achievements, challenges and recommendations: testimonies from FFS groups members and FFS facilitators</p> <p>Field visit in Rwamagana district, Muyumbu sector, Murehe cell</p> <ol style="list-style-type: none"> 1. Case of an FFS initiated by FFSF trained by RAB-PRISM/ENABEL 2. Case of 2 FFS initiated by FFSF trained and graduated by FAO (August 2021-February 2022) 	<p>The group is situated in Murege cell, Muyumbu sector and in Rwamagana district of Rwanda. There are 111 FFS groups in 8 districts. This is a collaboration of RAB, Enabel and the local government. Jambiri Muhinzi group has 17 members of which 10 are female. The group learning is on the Soya value chain. They meet once every week. The group is expected to graduate in July 2022. At the site we met three facilitators namely a Bananas MT, Soya/beans plant breeder and a social economic development officer. There are 7 facilitators in charge of 5 cells. Farmers identify themselves according to the various experimentation. Additional training on animal husbandry is also offered.</p>
<p>Rwamagana - Kigabiro Livestock Farmer Field School (LFFS) Group: 51% Female & 49% Male)</p> <p>The group was able to demonstrate improved innovations in poultry brooding, housing and feeding. Through participatory engagement, the FS group has been able to apply the MEL framework in the real field situation.</p> <p>The FS is a member of the District Cooperative for poultry producers, for collective marketing.</p>	<p>Observations</p> <p>The group has set up experimental plots on Soya, with various treatment. There was compost only, DAP only, Compost +DAP and a Control experiment. The members were able to explain the experimentation trials and the progress made. They cited the delay in the procurement of rhizobium inoculator, pests and diseases such as white flies and leaf rust as the challenges encountered. The group anticipates a storage challenge in times of a market glut for soya. They need hermetic bags for storage and future plans are to aggregate through cooperatives. The groups have a Savings and Internal Lending K (SILK). There were a variety of group dynamics for welcoming and appreciating speakers.</p>

Farming as a Business

: Dr Assinapol Ndereyimana.

Dr. Ndereyimana is the Horticulture Program Coordinator Senior Research Fellow at the Rwanda Agriculture & Animal Resources Development Board (RAB). He started his presentation by distinguishing subsistence farming from commercial farming. The prominent characteristics for Commercial farming include a capital intensive large scale production anchored on high yielding varieties. This farming deploys both skilled and unskilled labour force, while targeting both local and exports markets. Subsistence farmers can transition into small scale producers through leveraging on economies of scale for production and aggregation.

Farmers need to be assisted into practicing farming as business and growing high value and remunerative crops, mainly horticulture crops, which have the potential to generate enough income per small unit area. **SHEP** (Smallholder Horticulture Empowerment and Promotion) approach can help to achieve it. This approach is an innovative development modality developed by the joint efforts of the Kenyan and Japanese governments. The approach has been effective in raising smallholder farmers' incomes from horticulture as it develops both the technical and managerial capacity of farmers to practice market-oriented farming. The SHEP approach capitalizes on donors willingness to promote farming as a business, where Farmers' awareness and behaviour changes from "grow and sell" to "grow to sell" all these are informed by family budgeting, stakeholder forums and market survey and information gathering.

SHEP Activities

1. Sensitization workshops
2. Baseline surveys
3. Stakeholder forum (FABLST)
4. Gender mainstreaming ToT
5. Training on market survey and crop selection (JEF2G)
6. Market survey and crop selection by farmers
7. Crop production TOTs for extension staff (FT-FaDDE)
8. Farmers Group Trainings (In-field training)
9. Follow up and M&E

In addition, the SHEP approach, through stakeholder engaging prescribes on the best value addition and agro-processing options. Other business enablers such as spot improvement of rural road, water harvesting and utilization.

"FAO is still committed to push on the Field School approach globally. We are happy that AFAAS is playing this role in ensuring food security globally." Dr. Otto Vianney Muhinda, Assistant in charge of Programmes.



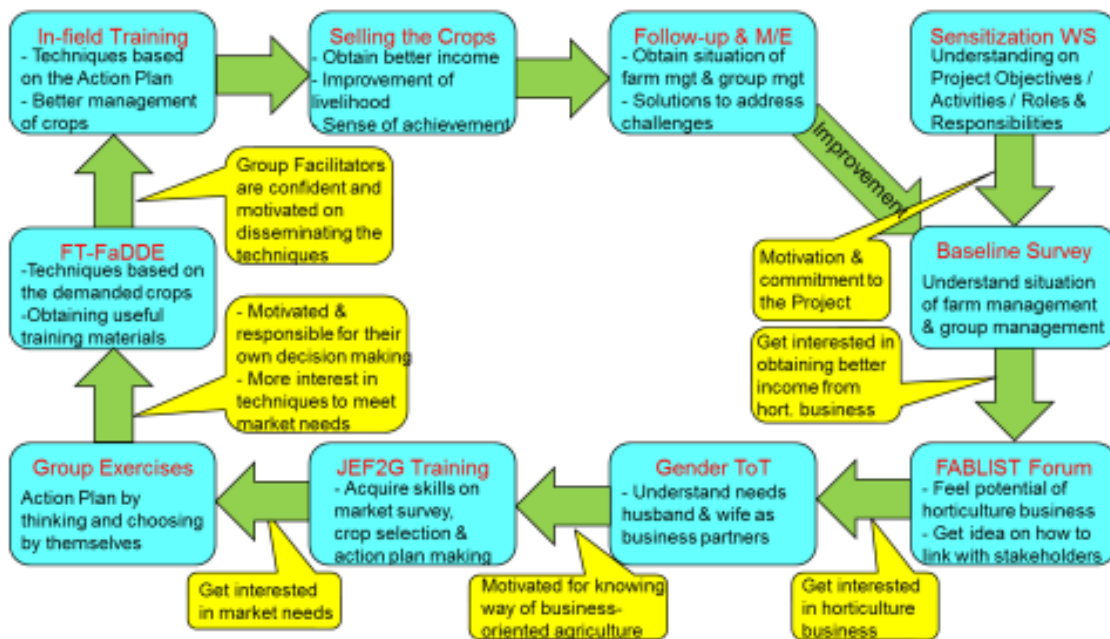
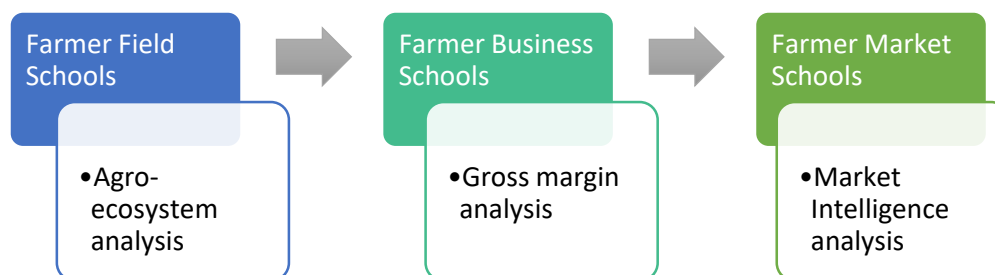


Figure 4: Linkage of each activity in the SHEP approach

The Farmer Field Business Schools Concept (FFBS).

Mr. Edwin Adenya, the Knowledge management and communication consultant at the EAFS Hub, drew the classical 9 steps of establishing an FFS. Upon graduation, the FS opt for one value chains purely for business. Drawing parallels from the GIZ and CARE Farmer business model and the ADRA Farmer Market Schools. FFBS is a participatory action learning process that involves farmer groups' participation in agricultural value chains. He outlined the main pathway for the FFBS implementation based on a 12 modular curriculum.

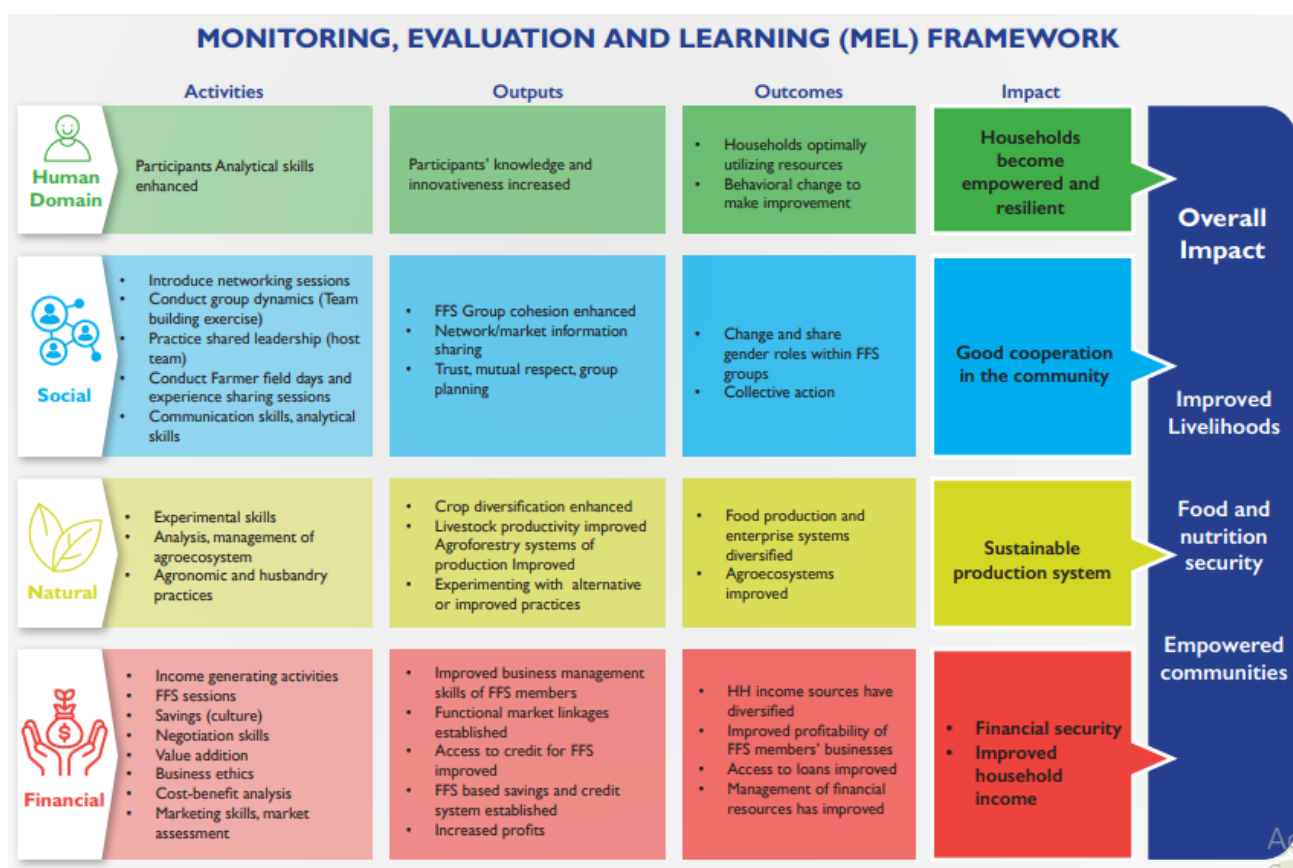
M1. Is farming a business?	M2. Know the units of your measurement	M3. Manage your farm for enough food.
M4. Know whether you are doing good business	M5. Decision for doing business	M6. Seize opportunities to diversify farm enterprises
M7. Manage your money throughout the year	M8. Mobilize money and labour.	M9. Marketing of farm produce
M10. Contract farming	M11. Benefits of membership in farmer organizations	M12. Becoming an entrepreneur in action



Understanding the MEL framework and reporting tools

Nathan Okwii and Baha Nguma

The MEL presentation provided an opportunity to seek for views from participants on how the improve the monitoring, evaluation and learning in the field schools. The presentation was therefore an opportunity to review the existing framework and highlighted the following: 1. Understanding Key concepts of Monitoring and Evaluation; 2. Identifying key elements necessary for improving the MEL framework including key factors for execution of a successful M&E planning in line with FFS four domains (Natural, Human, Social and Financial domains); 3. Identifying key gaps in the framework and suggesting possible areas of improvement. The presentation therefore sought to define the 'How, What & Who' for the framework.



DAY3 PROCEEDINGS

Key elements and principles of FS approach,

Mr. Andrew Atingi – FAO Uganda

Basic principles

1. Process not goal: Entry point??
2. Adult Learning:
3. Farmers have a wealth of knowledge & Skills: Released through AESA dynamics [FFS definition]-hear; see & do.
4. Technically strong facilitators [work self out of job]:
5. Every farmer is a potential trainer:
6. FFS activities follow an enterprise phenology:
7. Groups study in mini-groups:
8. Learning is field based.
9. Group [building through dynamics]:
10. Study field:
11. Commercial plot:
12. Test and Validation:
13. Hands on:
14. Every farmer is a potential trainer:
15. Follow up activities [Adoption at Household level]:

Key steps of FS implementation

Ms.Odile and Mr. Baha

The following questions were posed in the plenary:

1. Based on your experiences discuss and share the key factors that guide the above key steps of FS implementation.

What are the challenges and lessons learnt in the process?

How FS sustainability can be enhanced? (Overcoming the challenges!)

What can be the role of the EAFS-Hub in enhancing the FS Sustainability?

2. Discuss and document your experiences in curriculum development process when establishing FS in your programs/projects.

3. What are the key challenges and lessons learnt in this process?

Discuss and document what you think are the critical steps to follow in implementing FS based on your field experiences

What are the challenges and lessons learnt in these process?

GAPS

COUNTRY	GAPS IDENTIFIED
Tanzania	Need to get in touch with IPs and assure them of the EAFS-Hub mandate and support.
Rwanda	Issues in sharing information between FAAS Rwanda and other stakeholders. Resource mobilization Identification and analysis of stakeholders Capacity: Very clear plans on MTs per area, commodities with budgets. The resources are not there. Harmonization and Coordination gaps. Many NGOs programme managers don't know about field schools. The budget is challenging, expected budgets are not delivered by FAO yet they expect a lot from the FFS. <i>Need for a staff in charge of analysing the proposals submitted for FFS activities to better suit the budgets.</i>
Burundi	No AFAAS chapter Need for training of MTs on FBS Harmonization and coordination of FFS in Burundi Policy advocacy work for FFS in the face of model farms
DRC	Coordination and Harmonization No AFAAS chapter in DRC Institutionalization of FFS has not been done FFBS as a complimentary to the FFS in DRC
UGANDA	Link to Institutionalization (exchange visits and policy dialogue) IPs programmes haven't started off. Need for high level advocacy FFBS and SHEP for integration Lead farmer approaches
KENYA	Institutionalization (many IPs with FS but the implementation depends on the desk officer) – Quality assurance, 21 days. Budgeting (most programmes are 5 years – but the FS cycle is only for one year) No follow up and monitoring after graduation Documentation gaps. Many reporting formats for each donor. MTs retirement. Most MTs are lecturers and have limited time for trainings. MTs categorization according to experience. Involve new MTs in the ToF Design stages of projects don't involve FFS approach. This is always adopted in the later stages of projects. Strengthen the Kenyan field coordination unit.
OVERALL	No common understanding of Institutionalization in Franco phone countries namely DRC, Burundi and Djibouti. <i>It was proposed to link the team to the Franco-phone Institutionalization workshop that took place in Mali in 2018.</i>

The Way forward on EA FS-Hub Webinars

- Include more MTs on WhatsApp
- Host it bi-weekly
- Thematic areas
- Topics on demand /sharing of experiences
- Participation on the global platform
- Personal reaching out
- Have focal points for each country to coordinate membership and participation in all social media discussions. The following were suggested.

Rwanda Enselme Ngabonzisa Odile Karekazi	Burundi Specioze Ndikumana Achile Ndara	DRC Adeline Nsimire
Uganda Charles Opiyo Sharon Ibenu	Kenya Oscar Ngasi Baha Nguma	Tanzania Freddy Williams

FUNDING AND PARTNERSHIPS

Donor working groups should be educating about the contribution of FFS

Need for clear framework especially during the negotiations to the government, ministry and development partners. FFS should be included in the project documents for reference and extension. Mapping of partners need to be prioritised.

KEY OUTPUTS AND RECOMMENDATIONS

- ❑ The participants in the workshop have a common understanding of the mission and objectives of the EAFS-hub and are willing to support it in strengthening the FS interventions in the framework of IFI investments programs in Eastern Africa. The Focal point of FS-Hub in each country represented in the regional workshop was elected. ***All focal points elected should mobilize FS MT, FSF, Government extension workers and different FS stakeholders to attend the Wednesday webinars organized by AFAAS/EAFS-hub for a continuous experience sharing and mutual backstopping;***
- ❑ FAO HQ still interested in supporting EACFS-Hub ***but this should be innovative, identify the areas to focus more especially on institutionalization and coordination of FS approach,***
- ❑ The participants have understood that the institutionalization of FS approach is key to its sustainability. It requires the willingness of policy, decision makers and the solid collaboration among key stakeholders and ministries.
- ❑ ***AFAAS/EAFS-hub should build a solid base for advocating for institutionalization of the FS hub in Eastern Africa Countries at country level, university institutions and TVET;***

- ❑ Participants have understood that IPs are a potential source for the socio-economic life change of farmers and the majority of them use the FS approach in the dissemination of new technologies, innovations and knowledge in agriculture and livestock. However, the documentation of their achievement as well as the respect of the originality of the FS approach is still to be refined.
- ❑ ***AFAAS/EAFS-Hub should strengthen the capacity of SPI coordinators on the FFS approach and on the documentation of the results achieved. The Partnership with IIRR is key on this.***

Regional workshop participants have understood that:

- ❑ FS implementers and actors should focus on FFS principles (we cannot go out of them, they are our guide);
- ❑ FFS approach goes beyond agriculture production technologies, it embraces FFS enterprises value chains and thus, allows FFS members to become real entrepreneurs in agriculture sector;
- ❑ The diversity in FS should not distract us, we should rather focus on their complementarity: FFS looks like to be their mother and the farmer remains the only beneficiary of their interventions.
- ❑ AFAAS/EAFS-Hub should update Master Trainers and Facilitators about new FS approaches and on their complementarity

SIDE EVENTS

There were other side meetings that involved meeting with MINAGRI and RAB officials , specifically the Permanent Secretary MINAGRI and DDG RAB.

CLOSING CEREMONY

Dr. Narcis of Rwanda Forum for Agricultural Advisory Services congratulated AFAAS for choosing Rwanda as the host for the training. He expressed his appreciation to all the participants for the constructive engagement and sharing of information.



Mr. Max Olupot, appreciated the sharing event. According to him, the workshop was for reinvigoration, rejuvenation and reactivation of FS activities in the region. He welcomed DRC to the EA FS Hub. Citing the IFAD poverty report of 2021, the global reality we face today is more complicated and challenging like never before. This includes the Covid-19 pandemic. “But we have more opportunities to become even stronger” he quipped. He thanked the teams, RAB for the time, quality of presentation, service of small holder farmers in the region. He appreciated Ms. Odile Karekazi and Jean Pierre Kalisa for the good hosting arrangements done in Rwanda. He also thanked the smallholder farmers in Rwamigana, where the field visits were conducted. We should work and cherish the farmers. **We are, because they are.**

"We cannot talk about Innovation platforms if we do not empower our farmers. We also cannot have Sustainable Markets if we do not have organized farmers" Mr. Max Olupot – FS Hub Coordinator

He encouraged the country teams to host national events that would entice the policy makers. The hub members were asked to take advantage of the FS Hub website and social media handles for enhanced visibility. “Since the FS is operating in challenging environment we need to be adaptable and take advantage of opportunities and work together” - Max added. He informed the participants to start preparing for the AFAAS Extension week, scheduled for Nigeria in 2023.

Dr. Paul Mutungi, on behalf of FAO thanked AFAAS, the EA FS HUB, MINAGRI, RAB and all participants for a job well done. He retraced the steps of FS institutionalization way back from 2015. The late Mr. Titus Mutinda was remembered for his contributions to the FS Hub that is existing now. Dr. Mutungi reiterated FAO’s support for institutionalizing FS at both country and regional levels. He advocated for further working with the Academia, particularly, institutions of higher learning.

He then declared the Regional FS MT Refresher Training Workshop officially closed.

ANNEXES and ATTACHMENTS

List of Participants

Names	Country	Institution	Project	Designation	Email
NDIKUMANA Spéciose	Burundi	FAO	AFAAS/EAF S-Hub	FS MT	speciosendikumana@hotmail.fr
Achile Ndara	Burundi	AFAAS/EAFSH	AFAAS/EAF S-Hub	FS MT	achillendara20@gmail.com
Dr. Assinapol Ndereyimana	Rwanda	RAB/KIIWP1	NA (CP and LDSA)	Horticulture Program Coordinator Senior research fellow and FS MT-IP	assinapol@gmail.com
Dr. Claire d'Andre Hirwa	Rwanda	RAB/PRISM	NA (CP and LDSA)	Animal Breeding Senior Researcher and PRISM & RDDP PI	clairedandre21@gmail.com
Mousaa Senge	Rwanda	RAB/OAF	NA (CP and LDSA)	Twigire Muhinzi Coordinator	moussa.senge@rab.gov.rw , moussa.senge@oneacrefund.org
Dr. Charles Bucagu	Rwanda	RAB	NA-CP	Deputy Director General in charge of Agriculture Development	OfficeDG@rab.gov.rw , officeddg@rab.gov.rw , bucagucharles@gmail.com
Izamuhaie Jean Claude	Rwanda	RAB	NA (CP and LDSA)	Head of Department, Crop Innovation and Technology Transfer	jeanclaude.izamuhaie@gmail.com , jeanclaude.izamuhaie@rab.gov.rw
Odile Karekezi	Rwanda	AFAAS/EAFSH	NA-CP	FS MT	karekeziOdile@gmail.com
Jean Pierre Kalisa	Rwanda	AFAAS/EAFSH	NA-CP	FS MT	jeanpierrekalisa@gmail.com
Jean Paul Habimana	Rwanda	INADES formation	NA-CP	FS MT -IP	jp.habimana@inadesfo.net , inadesformation.rwanda@inadesfo.net
Joseph Mukamana	Rwanda	FAO	NA-CP	NPC and FS MT	Joseph.mukamana@fao.org
Placide Nshuti Kanyabujinja	Rwanda	FAO	NA-CP	Irrigation specialiste Consultant	nshutiplacide@gmail.com
Narcisse Ndagijimana	Rwanda	FAO	NA-CP	AFAAS/FAAS Rwanda vice chair	nezanar@gamil.com
Angelique Uwimana	Rwanda	FAO	NA-CP	NPC -AFAAS/FAAS RWANDA-CIKM	angelique.uwimana@fao.org
Enselme Ngabonziza	Rwanda	KIIWP Project/RAB	NA (CP and LDSA)	Horticulture specialist	anselmengabonziza@gmail.com
Jean Claude Sibomana	Rwanda	KIIWP Project/RAB	NA (CP and LDSA)	Agronomist and FFS Specialist	siboclau@yahoo.fr
Orlando Sosa	Rwanda	FAO-Rwanda	NA-CP		
Adeline Nsimire	DRC	SAMWAKI	SAMWAKI	Coordinator and FS MT	samwakiasbl@yahoo.fr
Edwin Adenya	Kenya		AFAAS/EAF S-Hub	Knowledge Management consultant	aldadenya@gmail.com
Dr Daniel Baha Nguma	Kenya	AFAAS/EAFSH	AFAAS/EAF S-Hub	FS MT	nbahanguma@yahoo.com

Mutungu Paul	Kenya	FAO	FAO		Paul.Mutungu@fao.org
Fredy William Thomas	Tanzania	AFAAS/EAFSH	AFAAS/EAF S-Hub	FS MT	fredywilliam2015@gmail.com
Mr. Olupot Max	Uganda	Secretariat	AFAAS/EAF S-Hub	FS Coordinator	molupot@afaas-africa.org
Ms. Ibenu Sharon	Uganda	Secretariat	AFAAS/EAF S-Hub	Communications officer	sibenu@afaas-africa.org
Mr. Ochatum Nathan	Uganda	EAFS-HUB Consultant	AFAAS/EAF S-Hub	M&E Consultant	nathela2010@gmail.com
Mr. Opio John Peter	Uganda	FS-Hub	AFAAS/EAF S-Hub	FS-MT	opiojpeter@gmail.com
Ms. Jennifer Hire	Uganda	EAFS-HUB MT	AFAAS/EAF S-Hub	FS-MT	balukajennifer@gmail.com
Mr. Andrew Atingi	Uganda	FAO	FAOU	FAO focal person-Uganda	andrew.atingi@fao.org
Tervil Okoko	Uganda	IIRR	IRR		
Solomon Gelalcha	Ethiopia	FAO		Sub-Regional Agricultural Officer	solomon.gelalcha@fao.org

TRAINING PROGRAMME

TIME	WORKSHOP SESSION	RESPONSIBLE/MODERATOR
Day 1: Monday 6/06/2022: Travel of invited participants to the training venue and Organization Meeting		
Day2: Tuesday 7/06/2022		
8h00-8h30	Attendance registration	Jean Pierre and Sharon
8h30-9h30	Participants presentation/introduction	Izamuhaie Jean Claude and Angelique Uwimana
9h30-10h00	Setting the scene: Easter Africa Field schools background, key achievements and lessons +Objectives of the training workshop Official opening of the regional workshop	Max Olupot Rwanda FAO representative and RAB/MINAGRI official Moderator : Paul Mutungi/Narcisse Ndagijimana
10H0-10H30	COFFEE BREAK/GROUP PHOTO	Sharon & Edwin
10h30-11h00	FOA support to FS and Field Hub- the future role of the FAO	FAO representative: Mutungi Paul
11h00-11h30	Institutionalization of Field schools, case of Twigire Muhinzi programme in Rwanda: key achievements and challenges + open discussion	RAB/OAF/Twigire Muhinzi
11h30-12h00	FS approach's implementation: success and challenges: Case of FS implemented by IINADES formation + open discussion	Jean Paul INADES formation+Josepha /FAOR
12h-12H30	Investments programs and field school approach: key achievements and challenges: presentations	Dr Assinapol Ndeyrimana Dr Claire d'Andre and other IP countries representatives
12h30-13h00	Group discussion	Edwin
13H00-14H00	LUNCH	HOTEL
14H00-15H30	Climate/weather information in agriculture systems resilience building- ACREI adaptation investment experiences with FFS	Andrew Atingi .
15h30-16h00	Open discussion	Atingi & Mutungi
15h00-16h00	Groups discussions	Edwin and Andrew
16h00-16h30	COFFEE BREAK	HOTEL
16h30-17h00	FFS implementation in DRC	Adeline Nsimire
17h00-17h30	Rice-Fish and FFS presentation	Dr Salomon
17h30-18h00	Communication: Field visits	Odile and Kalisa
Day 3: Wednesday 8/06/2022		
8h00-8h30	Recap of the previous day	Anselme – KIWP 1&2
8h30-8h45	Field visit organization	Odile and Claire D-Andre
8h45-9h00	FFS approach implementation in Burundi	Ndikumana Speciose
9h00-9h15	OXFAM & ESAFF Presentation	Andrew Adem
9h15-9h30	Open discussion	Dr. Assinapol
9h30-10h00	COFFEE BREAK	HOTEL and Kalisa
10h00-11h00	FS approach's success and case stories: Examples	Tervil Okoko (IIRR)
11h00-12h00	Refresher on key elements and principles of FS approach, Key steps of FS implementation +Group discussions and presentations	Odile, Baha and Atingi
12H00-13H00	LUNCH	HOTEL
13h00-17h30	Field visit: Investment programme (PRIM in Rwamagana district)	Odile and Dr Assinapol Kalisa- Dr Claire d'Andre
Day4: Thursday 9/06/2022		
8h00-9h00	Recap and Group discussion	Baha Nguma

9h30-10h30	Farming as business	Dr Assinapol and Edwin
10H30-11H00	COFFEE BREAK	HOTEL
11h00-13h00	Understanding the MEL framework and reporting tools	Nathan
12h00-13h00	Small scale Irrigation	Placide Kanyabujinja FAOR
13H00-14H00	LUNCH	HOTEL
14h00-16h00	New developments in agriculture in the context of FFS: Digitization, CC adaptation and mitigation, Sustainability of FFS Adoption of key documents of EAFS hub developed in the previous LoA (e.g.: Policy strategy document, the resource mobilization strategy, the field school agri-business strategy, Categorization of FS Master trainers and Facilitators)	Max, Edwin and Nathan
16H00-16H30		HOTEL
16h30-17h00	Quarterly planning, way forward and wrap-up	Nathan and Odile
17h00-17h30	Closing remarks	Max Olupot and MINAGRI/RAB official
Day 5: Friday 10/6/2022		
Departure		



GUIDE ON DOCUMENTING CHANGE IN FFS INTERVENTIONS

THE STRUCTURE OF THE STORIES

Along with the basic three-part structure, the following will be considered

- **They show a “human face” (farmer & community)**
- **Contextual quotes:** First-hand testimonies from beneficiaries or others involved in the project add context and credibility. In the results section, be specific and attribute result to an action/activity, e.g., As a result of application of compost manure, I got 20kgs more from my harvest of beans compared to the previous year when I didn’t use manure,” Mary said.
- **Evidence of Quantitative data and qualitative:** Statistics or other numerical data, and evidence-bearing quote, to convey the nature of the challenge, activity and the impact/results of the project.
- **Photos:** This should be action photos (of farmer(s) doing something associating with the problem, the interventions/activities, with the results/outcome. The photos should be clear, of high quality, should be well captioned, and provided in JPEG format alongside being posted on the Word story document.

Title (15 words max)

e.g. FSs for pasture/Fodder production in pastoral environments in Northern Uganda: Fodder/pasture production to enhance fattening of sheep and goats.

INTRODUCTION

This gives the background/context (country, region, year, if they do not appear in the lead), the project, the history of the surrounding area (drought/climate change), key actors and activities of the organization involved. (**Maximum 100 words**).

Problem

WHAT WAS THE PROBLEM?

This describes the problem of the farmer/community that the FFS sought to address, and how it has affected/affects the target population of farmers/communities before the project started (a conflict, concern, a gap between what is wanted and what is observed, e.g., Low yields, inadequate milk production due to lack/insufficient fodder (**Maximum 100 words**).

Intervention

WHAT DID WE DO TO SOLVE THE PROBLEM?

Actors (who was involved), actions (what they did) in chronological order (This should also be in conformity with the FFS processes and procedure.

This describes how the group/individual went about trying to solve the problem. It gives enough detail for the reader to understand what they did, why they did it, the choices they made, and the difficulties they encountered on the way.

It can also be a farmer's innovation. (E.g., in response to the problem of low yields, Mary joined the FFS School where she managed, through the help of the school, to identify possible interventions to solve her farm's problem, etc. This should capture all the technological, innovations and management practices (TIMPs) that have been used in an attempt to solve problem. (**Maximum 200 words**).

Results

-What happened as a result of these interventions? What was achieved? Can be positive, negative or constant, can be quantitative or qualitative; can be socially correct (maybe it requires less labour) or economically correct (more earning/less inputs).

-Was there impact in line with FFS as a methodology? (Evidence of in-built group sustainability activities e.g. Table banking (social and financial), collective marketing, income generating projects etc.

-Evidence of adopted practices/TIMPS, whole or modified to local situation. Evidence of qualitative and quantitative data. Records kept by the school, minutes, sub-group records.

-Evidence of special topics done against the curriculum they developed).

-Evidence of better-quality life e.g., Health, economical, comfort, happiness, expertise by individual, social, networking, collective marketing.

-Evidence of Behaviour change and adoption.

Examples of FFS Impact

- Is there a curriculum development?
- Micro-financing (e.g, Saccos, table banking etc).
- Input store (seedbanks, drugs and chemical stores etc)
- Technical service provision, market information network
- Market information development and, collective marketing strategies.
- Farm/forest produce value addition of farm/forest produce
- Transformation of FFS to marketing group, saving and credit facility or any other socio-economic unit.
- Establishment of farmer-led FFS
- In yield per unit e.g., Kgs/hectare, litre/milking, growth rate per unit measure, survival rate (quantitatively)
- Change qualitative e.g., Reduce incidence of food insecurity, improved survival rate of tree seedling or reduced pest and disease infestation e.g., significant increase in growth rate.
- Changes of group member's negative attitude, cultural belief e.g., witchcraft for low yields.
- Improvement of ground water reservoirs, e.g., springs water in adjacent spring, shallow-well or stream after building water conservation structures

IMPLICATIONS

What it all means (in terms of FFS as a methodology), analysis, lessons, recommendations.

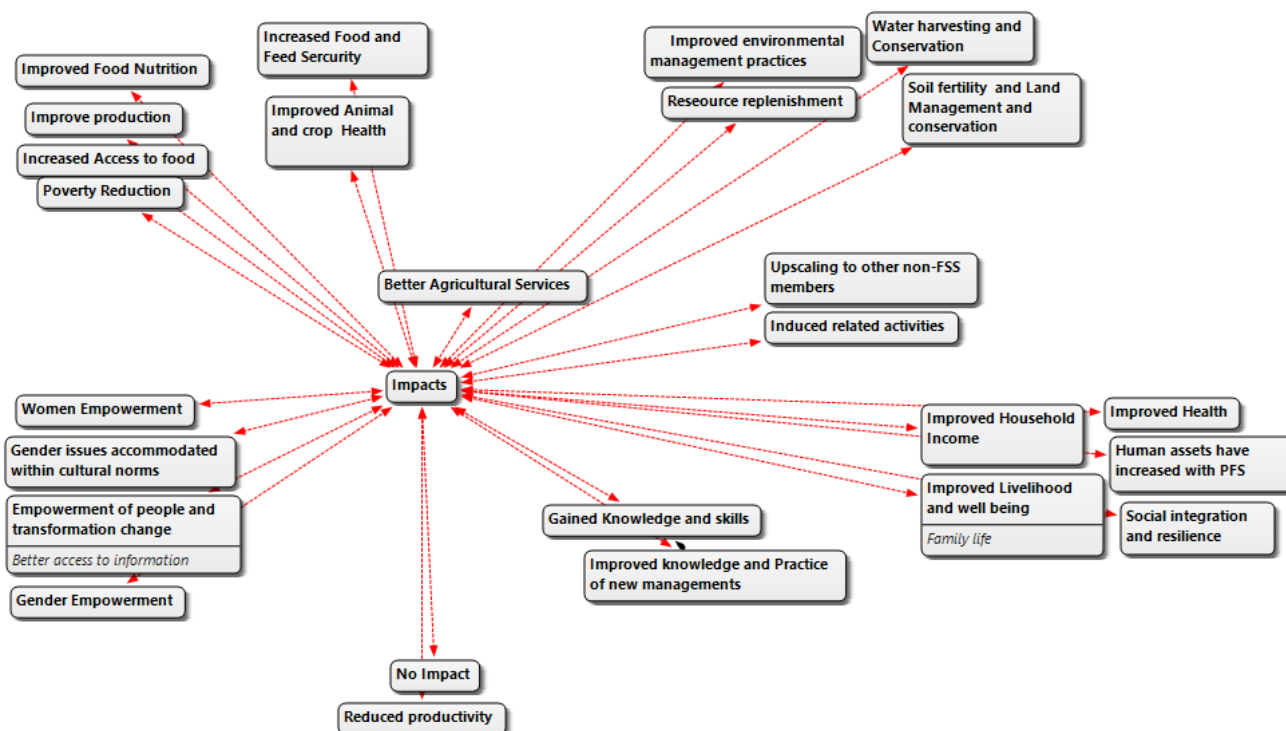
-In-built sustainability – may refer (for example) to groups sticking together because they can easily access loans within the group’s Sacco/table-banking/IGA.

Why was the intervention a success/failure); what worked well/did not work well and why? Are there remaining challenges? What are the lessons or recommendations for others in a similar situation? This should assess the overall impact of the intervention (e.g., on the stakeholders, the revenues generated, the lives of farmers and their families, input suppliers, the environment, policy, etc.).

It should also deal with issues such as economic and social sustainability (what happened when the project ended?) and institutional and policy issues. **(Maximum 100 words).**

(Indicate if there was an adaptation in case some of the processes was not followed and why).

EXAMPLES OF IMPACTS (INTERMEDIATE AND END-POINT) REALIZED THROUGH FFS ACTIVITIES IN EASTERN AFRICA REGION



PROFILING TEMPLATE FOR FIELD SCHOOL APPLICATIONS IN EASTERN AFRICA

NOTE

- Profile only those Field Schools whose impacts/results are currently visible.
- Profile each Field School individually i.e., on a separate section (See PART B)
- For each Field School, select its THEMATIC FOCUS and applicable SUBTHEMES (1 or more) from table 1

Name of person writing the profile	
Country	
Organization	
Designation/Position	
Email	
Telephone	

PART A: GENERAL INFORMATION

Name of Project	E.g.: Enhancing livelihoods support in the Karamoja Region of Uganda
Project Goal	State the overall project goal
Project duration	What was the project implementation period? E.g.: 2020 - 2015
Name of investor /funder/donor	E.g., World Bank, FAO, WWF, USAID, SIDA, DANIDA etc
Project implementing partners	Specify the NGOs, CBOs, private sector etc. involved
Number of Field schools supported	How many field schools did the project support?

PART B: FIELD SCHOOL PROFILE (to be completed separately for each Field School)

Name of Field school	
Location of Field School	<i>Be very specific – Country/ County/ subcounty. etc.</i>
Thematic focus	<i>State the appropriate thematic focus E.g.: Crop production and marketing (See Table 1 for guidance on thematic areas)</i>
Sub theme (s)	<i>Choose applicable subthemes for the thematic focus (see Table 1 for guidance on subthemes) - E.g.: Crop management practices, Integrated Production and Pest Management (IPPM,), Marketing of crop produce</i>
Problems to be addressed	
Focal enterprise	<i>State the specific focal learning enterprise e.g., vegetable production</i>

Specific technologies/practices tested or scaled up	<i>E.g.: conservation tillage, zai pits, contour terracing, crop varieties...</i>			
Number of farmers graduated				
Number of Facilitators trained				
Key impacts at field school level	<i>E.g.: increased production/food security/household incomes....</i>			
Sustainability factors	<i>Why is the field school sustainable after the project ended?</i>			
Contact persons		Project Manager	Government Ministry	Field school official
	Name			
	Email			
	Tel			

TABLE 1: THEMATIC FOCUS, SUB-THEMES AND EXAMPLES OF TECHNOLOGIES /PRACTICES

THEMATIC FOCUS	SUBTHEME	EXAMPLES OF TECHNOLOGIES AND PRACTICES
Land and Water Management	Soil and water conservation	<ul style="list-style-type: none"> - Soil moisture conservation techniques – Contour ploughing, terraces, soil/contour bunds, stone lines etc. - Rain water harvesting techniques - Roof catchment, ground surfaces, rocks etc. - Water storage techniques- tanks, pans, ponds, dams, wells, boreholes - Agroforestry – agroforestry practices/systems (e.g., hedgerow intercropping, grass strips, vegetative buffers, improved fallows , strip cropping, orchards, fodder trees and grass leys etc.
	Rangeland management	<ul style="list-style-type: none"> - Rangeland management practices – varying stock, paddocking, rotational grazing , removal of invasive species , planting climate-smart pasture species and varieties eg Bracharia, Eragrostis superba, Sudan grass...etc
	Watershed management	<ul style="list-style-type: none"> - Watershed management practices – re-seeding. tree planting. soil and water conservation practices. use of renewable energy e.g., solar etc
Crop production and Marketing	Crop Production	<ul style="list-style-type: none"> - Agronomic practices such as - land preparation methods/conservation agriculture/minimum tillage, varietal selection, early planting early , crop rotation, intercropping, relay cropping etc. - IPPM practices such as neem extract, Tithonia, cooking fat etc. to control fall armyworm
	Marketing of crop produce	<ul style="list-style-type: none"> - Post-harvest handling and value addition technologies and practices - use of hermetic bags

		and metal silos, drying methods, timely harvesting, use of resistant varieties
Livestock production and marketing	Livestock Production	<p>Livestock breeds and breeding</p> <ul style="list-style-type: none"> - Natural and artificial (AI) breeding - Controlled breeding to improve the genetic traits of livestock - Selection and culling of livestock for breeding
		<p>Feeding practices and technologies</p> <ul style="list-style-type: none"> - Feeding regimes in livestock- Zero grazing, supplementary feeding, natural free range - Animal fodder conservation practices – hay , silage... - Use of concentrates :- Formulation of mineral nutrient urea blocks (MNUBs) - Local feed substitutes
	Livestock health management	<ul style="list-style-type: none"> - Animal health practices - deworming, vaccinations, and parasite control, good nutrition, controlled movement, hygiene etc. - Alternative pest management technologies in livestock -
	Livestock marketing	- Marketing of livestock and livestock products (milk, meat, eggs, honey)
	Aquaculture	-
Environmental protection	Environmental protection methods	<ul style="list-style-type: none"> - Climate smart agriculture practices - Use of alternative sources of energy in Agriculture. - Establishment of carbon sinks e.g., agroforestry - Use of integrated pest and disease management practices to reduce pollution through agricultural production systems. - Recycling, waste management principles for healthy environments.
Unique FS applications		<ul style="list-style-type: none"> - Farmer field school in promoting security dialogues for pastoral or refugees and internally displaced persons. - Farmer field schools and reproductive health.