Food and Agriculture Organization of the United Nations

WEBINAR SERIES

BRIDGING KNOWLEDGE AND ACTION: CLIMATE CHANGE IN FARMER FIELD SCHOOLS

Session 3: What to know before starting an FFS programme on Climate Change: key first steps

08 APRIL 2025

15H00-16H30 (CET)

Interpretation in French and Spanish

Facilitated by the Global FFS Platform

From global climate policies to local action: fostering supportive environments for farmer field schools on climate change

Equipping farmers for climate action: key concepts and tools for FFS

What to know before starting an FFS programme on Climate Change: key first steps

CC and agropastoral production systems (Sahel)

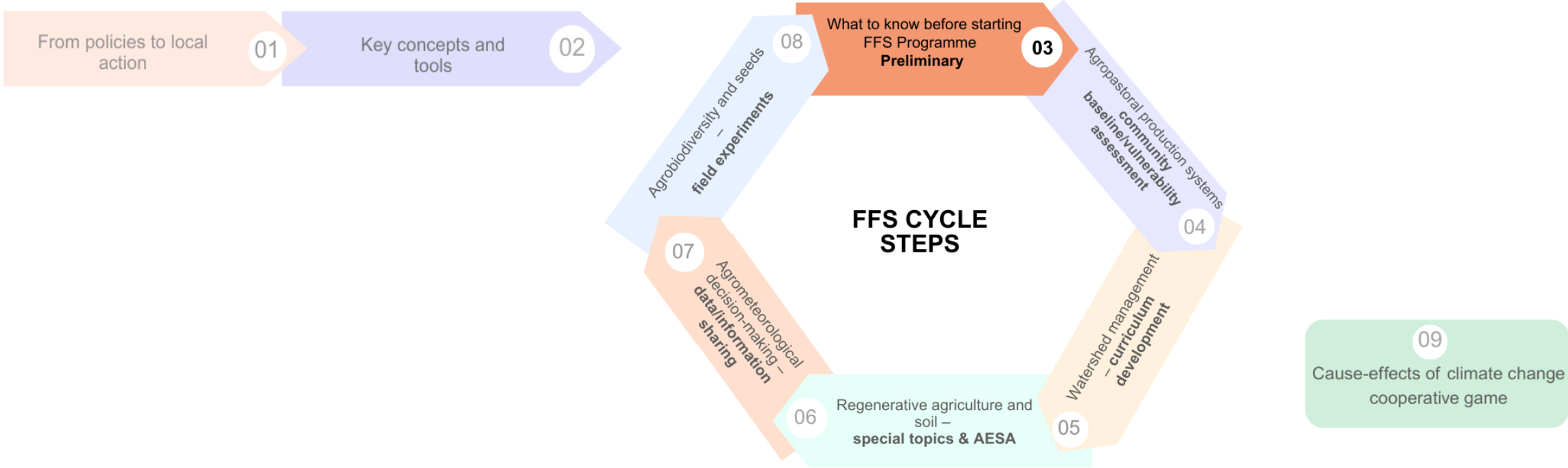
CC and landscape and watershed management (Uganda & Malawi)

CC, agroforestry, regenerative agriculture and soil (Andean area)

CC and engaging farmers in agrometeorological decision-making & Science Climate Shop (Kenya & Indonesia)

Agrobiodiversity, seeds and participatory plant breeding

A cooperative game to understand climate change and mobilize for action



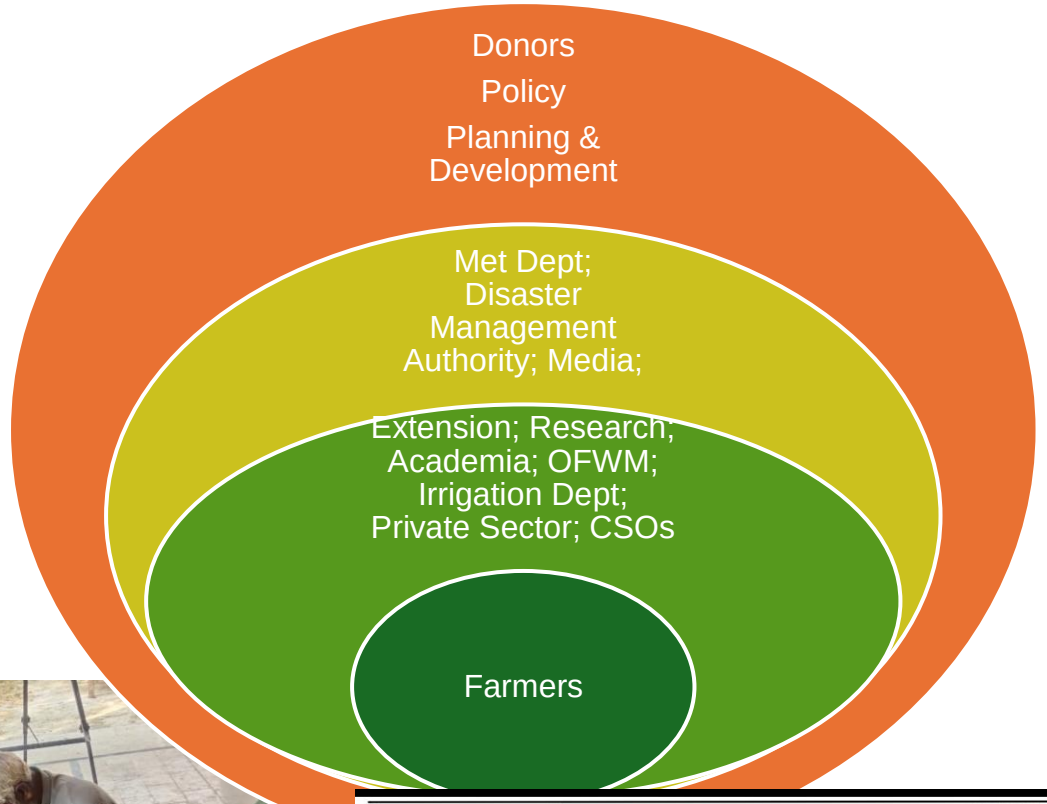
Deep dive into concrete experiences from FFS practitioners

Deep dive into concrete experiences from FFS practitioners

1. Who are the essential partners and stakeholders that should be involved in Farmer Field Schools (FFS) on climate change

Stakeholder Engagement

Eddy Covariance Flux Tower



Stakeholder CRA Results Validation Workshop – FAO + Research + Extension + Academia + P&D + OFWM + SAU + CSOs + Farmers

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DAILY RULE — HYDERABAD — ABC CERTIFIED REGD. 3496

THURSDAY, 27 MARCH- 2025 | 26 RAMAZAN 1446 AH | ISSUE : 226 - VOL 7 — PAGES 04 Rs.10

FAO Trains 90,000 Farmers in Sindh to Tackle Climate Change Effects on Agriculture

By Abdul Sattar

TANDOJAM: The Food and Agriculture Organization (FAO), in partnership with Sindh Agriculture University and other agricultural institutions, is providing advanced training to 90,000 farmers across three districts of Sindh to combat the adverse effects of climate change on crops. The initiative, part of the Green Climate Fund-backed "Transforming the Indus Basin with Climate Resilient Agriculture and Water Management" project, aims to teach farmers climate-smart agricultural practices to help them adapt to the changing environment.FAO Project Coordinator Ashfaq Ahmed Nahiyoon shared that farmers in Umerkot, Badin, and Sanghar are receiving practical training on climate adaptation techniques such as intercropping, water-efficient irrigation, and organic fertilization. So far, 10,000 farmers have completed training, and the program includes the establishment of Farmer Field Schools to offer hands-on experience. FAO officials and experts emphasized the role of media in spreading awareness and promoting sustainable agricultural practices, which are crucial for boosting agricultural productivity and improving economic opportunities in Sindh.

Aerial View of an On-Station Validation of Promising CRA Practice Combinations – FAO + Research + SAU

Essential partners and stakeholders that should be involved in Farmer Field Schools (FFS) on climate change.

- ✓ Meteorological department
- ✓ Regional climate prediction and application institutions
- ✓ Traditional forecasters
- ✓ Agriculture / livestock extension officers
- ✓ FFS Master trainers
- ✓ FFS facilitators
- ✓ The media (Radio stations)
- ✓ Field partners implementing FFS (i.e. NGOs etc)

Deep dive into concrete experiences from FFS practitioners

2. What skills are needed, and specifically, what type of training do you suggest for Master Trainers and Facilitators (topics and duration)?

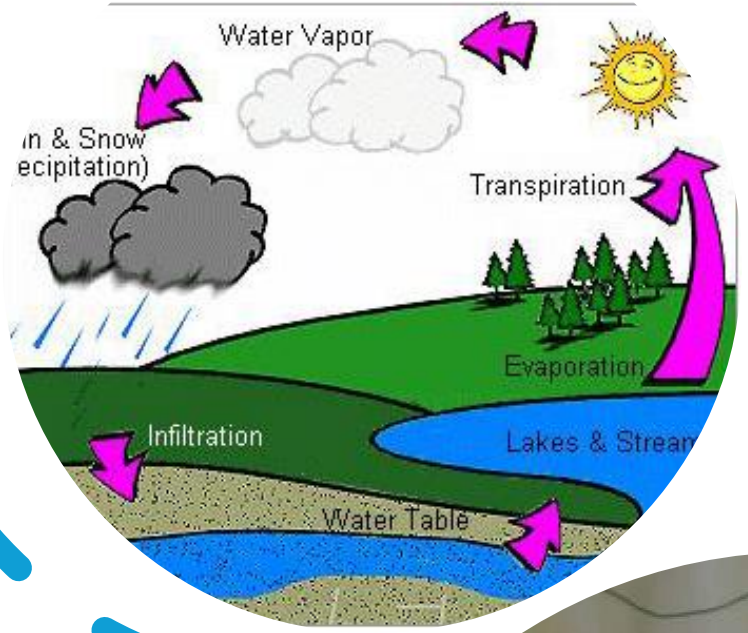
1. Compétences à développer

- Une meilleure compréhension des causes, des manifestations, des impacts et des solutions liées au changement climatique,
- Compétences en termes de Savoir, Savoir-faire et Savoir-être

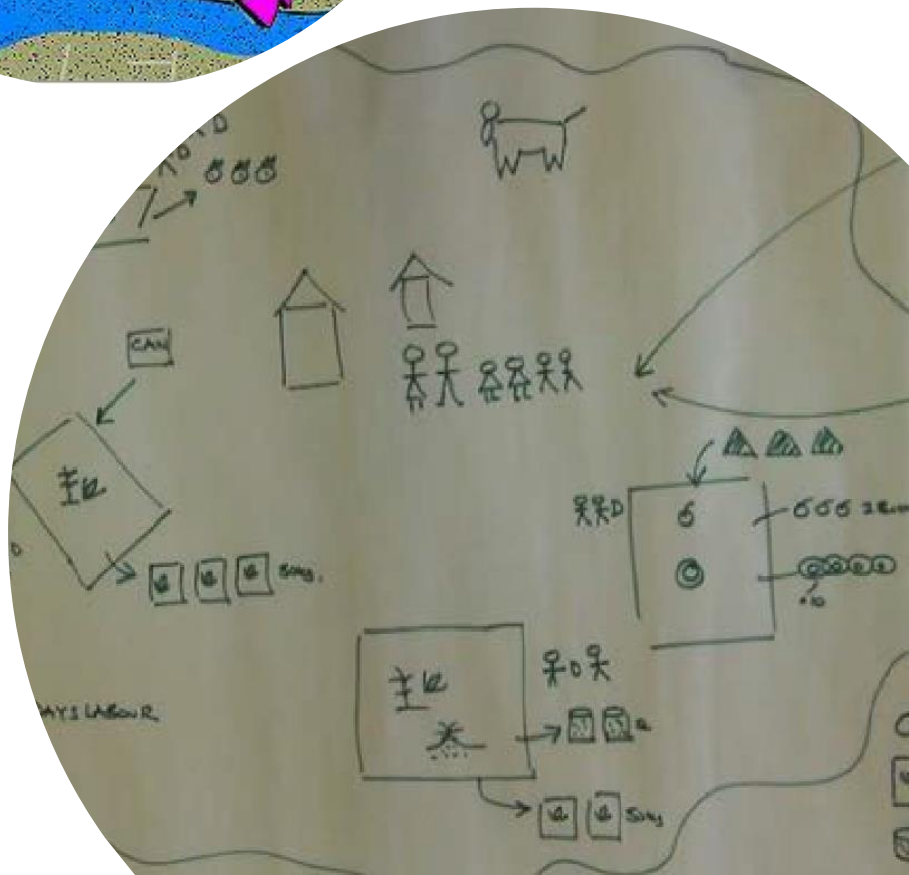
2. Types de formation

- Formation longue saison alliant théorie et pratique (apprentissage expérientiel)
- Concepts de base liés au changement climatique
- Utilisation de l'information agrométéorologique
- Agriculture intelligente face au climat
- Agroécologie

Skills are that are needed, and specific type of training suggested for Master Trainers and Facilitators topics and duration



1. Livestock, crop, pasture and fodder production skills
2. Skills in climatology (scientific & traditional)
3. Skills in participatory techniques
4. Basic agrometeorology training topics (appr. 5 days)
   - Basics of weather & climate science, difference between weather & climate,
   - Hydrological cycle, climate services & importance.
   - climate variability / climate change, Historical climate information & its important
   - Participatory assessment of climate disaster risk,
   - participatory tools (Ranking, mapping, interviewing, calendars, timelines)
   - Climate forecasts (Scientific & traditional), weather instruments,
   - Climate information dissemination methods (Radio, print media, mobile sms)
   - Feed back from community visit, way forward



Deep dive into concrete experiences from FFS practitioners

Q&A

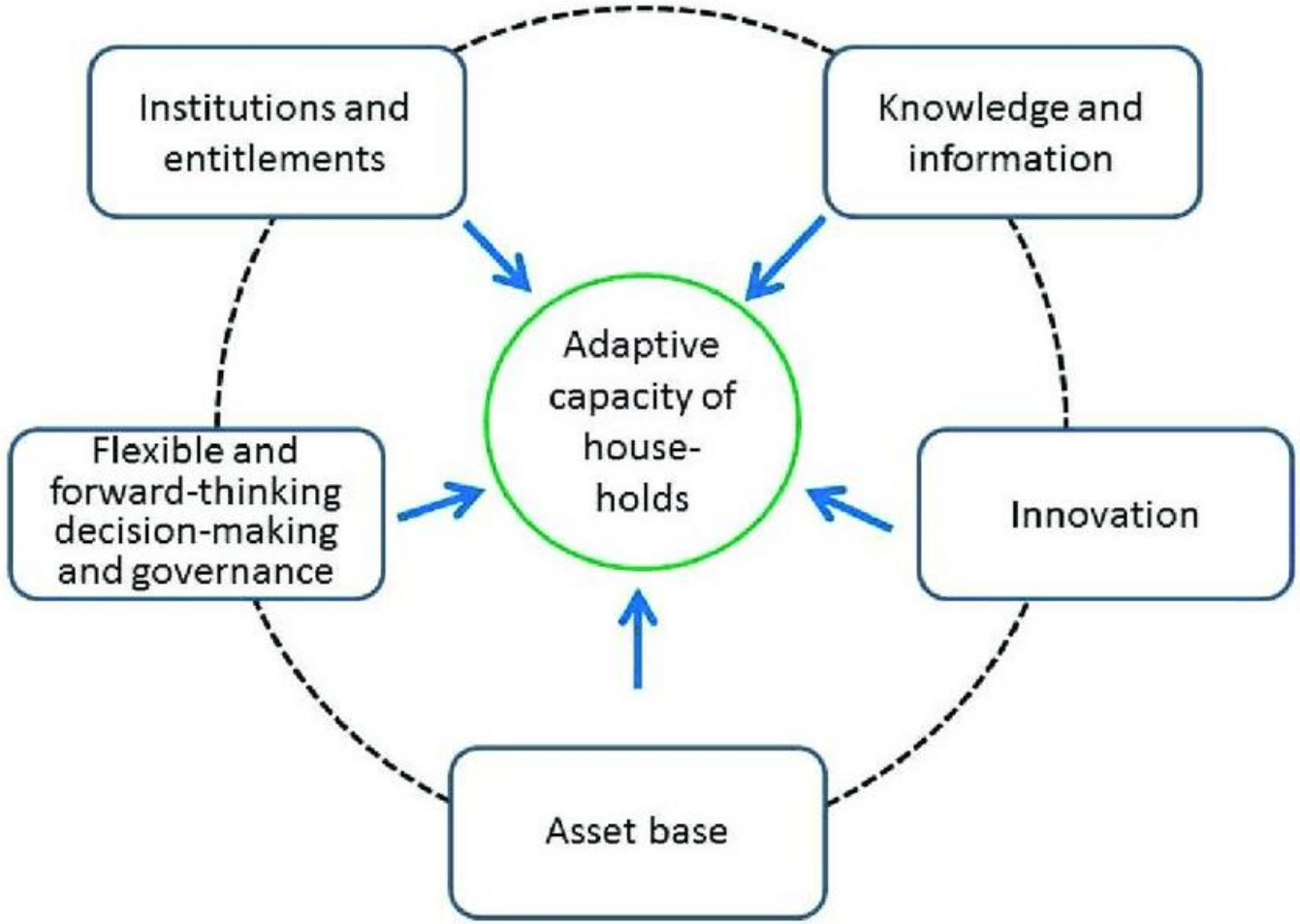
Deep dive into concrete experiences from FFS practitioners

3. Who are the key actors to invite to the workshop for curriculum development, and what is the main objective?

Key actors to invite to the workshop for curriculum development, and main objective of doing so

Stakeholders:

1. Meteorological department
2. FFS Master trainers
3. Livestock & Agriculture extension officers
4. Agricultural research institutions
5. Key NGOs implementing FFS
6. Radio & print media



1. Objectif principal d'un atelier

- Identifier les besoins en formation (en termes connaissances, compétences, comportement)
- concevoir, structurer un programme d'apprentissage cohérent, aligné aux besoins.

2. Acteurs clés à inviter à l'atelier

- Les institutions de recherche, les universités et écoles de formation professionnelle
- Les acteurs publics (niveau central et déconcentré) de la vulgarisation et l'appui-conseil
- Les acteurs privés (ONG, Organisations des producteurs, etc.)
- Les maîtres formateurs en approche des champs écoles des producteurs

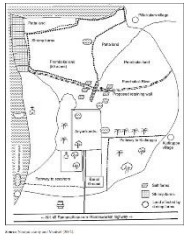
Deep dive into concrete experiences from FFS practitioners

4. How the preliminary studies should be conducted, and for what specific purposes?

I. PRELIMINARY ANALYSIS - HOT SPOTS PROFILING AND MAPPING

WHAT are the issues?, **WHERE** are the issues?, **WHY** are there issues?, **HOW** to mitigate the issues (VAPS and CAPS)?

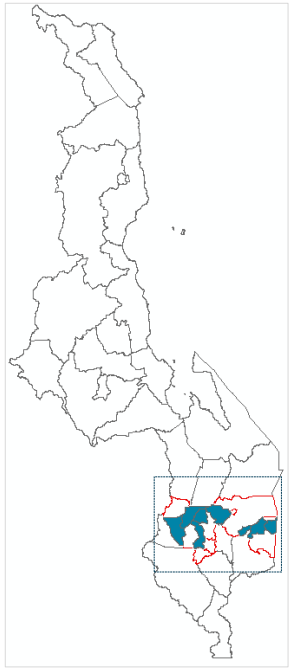
Training of extension personnel on use of GPS and GIS technology in land degradation hot spots profiling and mapping

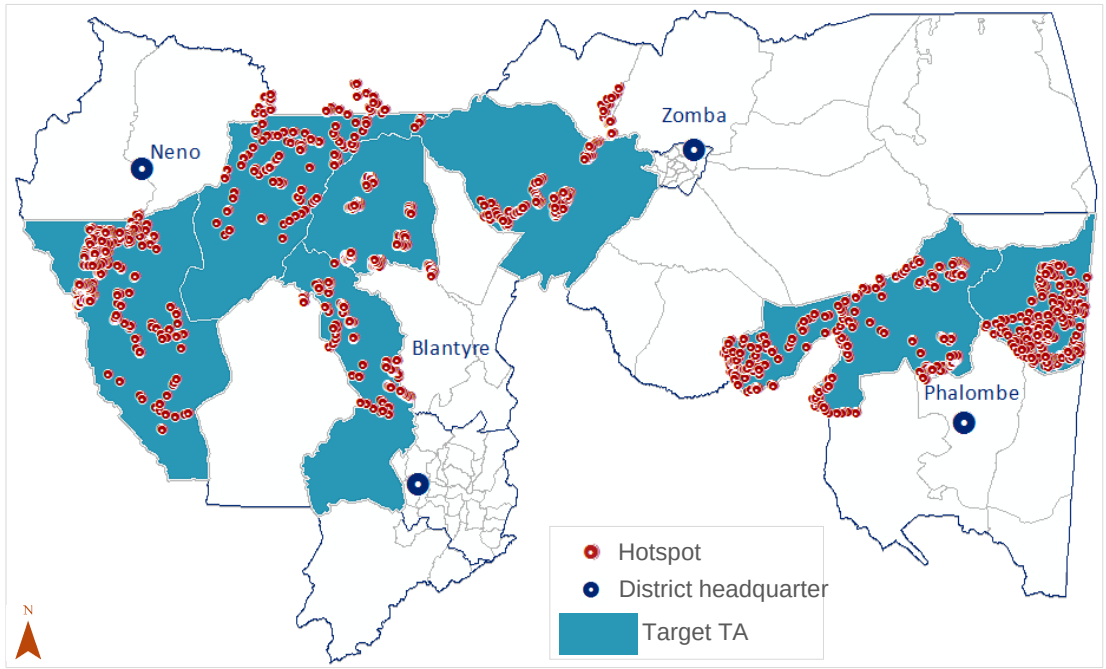


Participatory vulnerability assessment mapping of their areas of operation and identification of target villages /communities and the critical land degradation issues

Use of GPS technology for location mapping of critical land degradation issues identified and attribute information (underlying causes)

Formulation of village adaptation plans (VAPs) and community adaptation plans (CAPs) to address the underlying causes





41 No. of extension personnel trained

1507 No. of hotspots assessed

132 No. of target villages assessed

11 No. of critical catchments delineated

District	TA	Hot Spots
Zomba (281)	Sub TA Ngweleo	108
	Chingale EPA, Mlumbe TA	173
Blantyre (263)	Kuntaja	110
	Chigaru	153
Neno (573)	**Mlauil**	**402**
	Symon	171
Phalombe (390)	Jenala	174
	Chigaru	216

- Gully erosion **(54%)**
- Deforestation **(23%)**
- Soil erosion **(11%)**
- Riverbank cultivation **(4%)**
- Steep slope cultivation **(8%)**

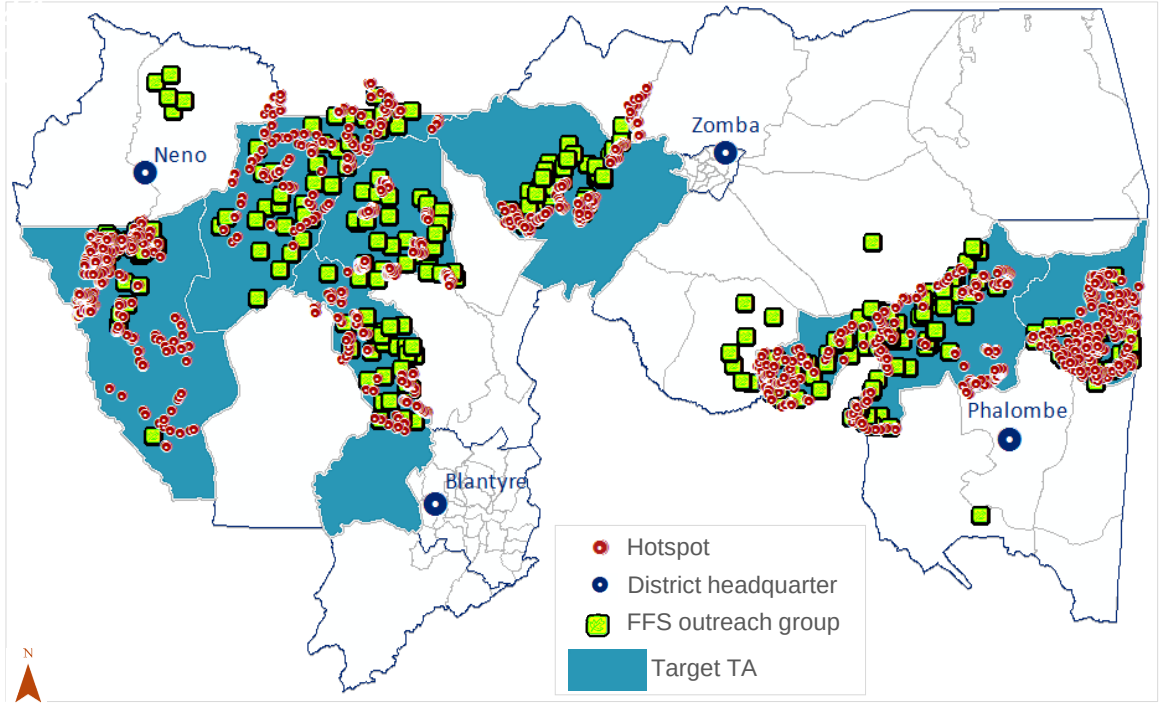
II. COMMUNITY OUTREACH AND ADAPTATION PLAN

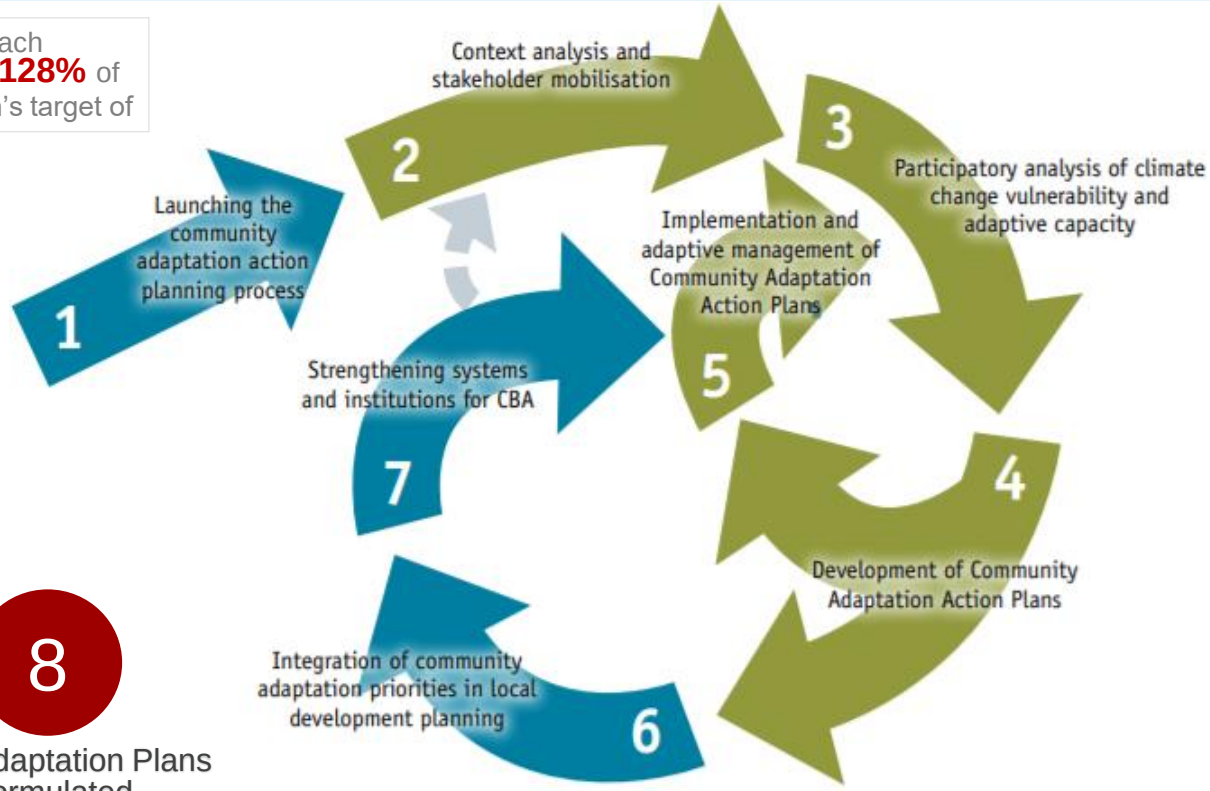
325 No. of FFS Groups → **9 750** No. of FFS members | **29 250** No. of follower farmers | **195 000** Number of resource users influenced

achieved **135%** of the Action's target of **240**

6,210 female and 3,540 male

The outreach achieved **128%** of the Action's target of **172,800**





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Adaptation Plans Formulated

District	Number of FFS groups	Number of FFS members	Number of follower farmers	Number of resource users influenced
Blantyre	60	1,800	5,400	36,000
Zomba	84	2,520	7,560	50,400
Neno	100	3,000	9,000	60,000
Phalombe	81	2,430	7,290	48,600
Total	**325**	**9,750**	**29,250**	**195,000**

Studies i) climate smart practices crop diversification and crop associations, irrigation, livestock farming and bee keeping),ii) conservation agriculture, iii) agroforestry, iii) natural tree regeneration, iv) gully reclamation, v) integrated pest management practices (FAW)

How the preliminary studies should be conducted, and for what specific purposes

How:

Through participatory tools & techniques eg FGDs, questionnaires, surveys etc

Why:

- ✓ To understand if/how communities use & source climate information
- ✓ To understand community use of historical climate information
- ✓ To understand stakeholders of climate information at the local level and how they disseminate climate information
- ✓ To understand how community uses of weather forecasts to inform viable agricultural adaptation practices
- ✓ Capacity of FFS MTs, Facilitators & FFS groups with regards to climate services
- ✓ To understand preferences of mode/type of climate information channels

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Q&A

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