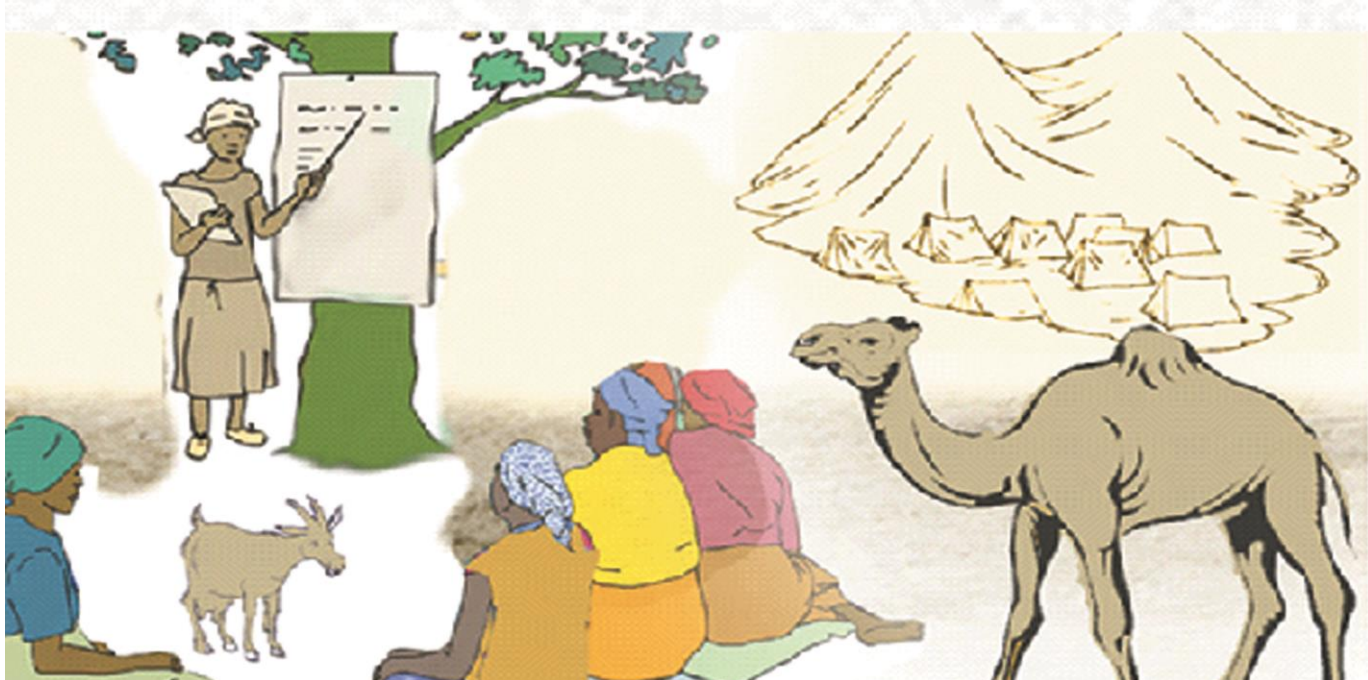




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MINISTRY OF AGRICULTURE

# Pastoral and Agro-Pastoral Field School

## Facilitators' Guide





## Agriculture and Horticulture Extension lead Executive

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2015/2023



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This document is an adaptation of the publication: FAO and VSF Belgium. 2009, Pastoralist Field School, JICA Implementation guideline for FFS, and other FFS and PFS related Manuals.

The Ministry would like to thank FAO and JICA for their valuable technical input and resources.

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## Acronyms and Abbreviation

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A/PFS	Agro Pastoral and Pastoral Field School
AESA	Agro Eco System Analysis
AI	Artificial insemination
CAHW	Community animal health workers
CBO	community base organization
DA	Development Agent
FAO	Food and Agricultural organization
FFS	Farmers field school
IPM	Integrated Pest Management
JICA	Japan International Cooperation Agency
LLRP	Low Lands Livelihood Resilience Project
MoA	Ministry of Agriculture
MoU	Memorandum of understanding
NGO	Non-Governmental Organization
PAP	Pastoral & Agro pastoral
PCE	Participatory Comparative Experiment
PLA	Participatory Learning & Action
MEL	Monitoring, Evaluation & Learning
PESA	Pastoral Ecosystem Analysis
PTC	Pastoral Training Center
Q&A	Question & Answer
RPLRP	Regional Pastoral Livelihood Resilience Project
SMART	Specific, Measurable, Achievable, Relevant and Time bound



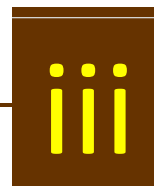
SMS

Subject Matter Specialists

ToF

Training of Facilitators

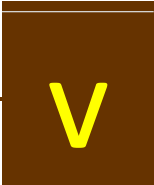




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## A Note from the Minister

Agriculture is one of the pillars of the Ethiopian economy and the overall economic growth of the country is highly dependent on the success of the agriculture sector. The Government of Ethiopia has demonstrated strong commitment to agro-pastoral and pastoral development through the allocation of the national budget to deliver enhanced production technologies and support services.

On behalf of the Ministry, I would like to thank all stakeholders who has involved in the development of the guideline document and to show supportive effort in the implementation of the approach.

I strongly appreciate the technical and financial effort made by those key stakeholders' contribution to the success of the preparation, finalization and integrated follow-up of the implementation of the mentioned guideline.

Melese Mekonene (Dr.)

State Minister of Agriculture & Horticulture Development sector

## Acknowledgement

Preparing this guideline would not possible without the technical support of FAO and JICA. We would like to thank, our deepest gratitude to Aresawum Mengesha and Kidane Bizuneh for their excellent guidance and contribution for the preparation of the guideline. We would like also to thank Yenenesh Egu, Gorfe Tessema, Teshome H/Gebreal and Bazezew Sisay for coordinating and guiding the preparation of the guideline. We also indebted to thank Fisseha Teshome and Ahmed Mohammed for their inputs in the preparation of the guideline. We would like also to thank to Low land Livelihood Resilience Project (LLRP) for their financial support.

## The Guideline Development Process

This guide was prepared by participatory and interactive write shop process with the involvement of relevant actors from Federal and Region. The process was facilitated and guided by Aresawum Mengesha, FAOET and supported by Kidane Bizuneh, FFS Master Trainer from JICA – Ethiopia and all other participants.

The preparation of the guideline started by reviewing the findings of the study, sharing A/PFS experience from JICA, FAO, and Somali Region Livestock Resources and Pastoral Development Bureau. As a step forward, lessons were synthesized from the recommendations and results of the preliminary study entitled '*Assessment on the performance of Agro-pastoral and Pastoral Field School (A/PFS) Approach in Major Pastoral and Agro-pastoral Areas of Ethiopia*' which was conducted by MoA before the preparation of this Guide. The development process further supported by reviewing FAO, ILRI and JICA's documents.

Based on the above review process, the contents and the steps for explaining the topics were discussed and agreed. Each day the process begins by reviewing the previous day activities, identify topics and plan for the day. Daily, each of the participants gave positive critiques and contribute at each stage of the guide development process.

It is our hope that this guideline will assist in scaling up the A/PFS approach in a harmonized manner with attention to quality and mainstreaming of generic tools and processes while still ensuring flexibility based on the local contexts.

## 1. Background

In sub-Saharan Africa, pastoralism is usually practiced especially in the arid lands where the climate is hot and dry with low and erratic rainfall and rugged terrain. The pastoralists are characterized by varying aspects of socio-cultural set ups, production forms and strategies of survival which include mobility. The pastoralists' main mode of livelihood is livestock keeping where varied species are kept according to desire but the main species being camel, sheep, goats and cattle. Pastoralists have the highest incidence of poverty and the least access to basic services. Though most pastoralists are mobile, different kinds of production systems/set ups have been identified and each has its economic contribution.

The Ethiopian Government is committed to address these challenges through policy reform and targeted programs, such as improving pastoral livelihoods and assets, improving the management of rangelands encouraging livelihood diversification and human resource development. But pastoral livelihood is not improved as expected because of weak extension services. In order to tackle this problem, the government has given emphasis in developing agricultural extension road map.

Accordingly, pastoral extension system has been revised and agricultural extension strategy has been put in place. As one of the extension methodology Field School approach has been adapted in the national extension strategy. Food and Agricultural organization (FAO), IGAD-FAO partnership, JICA, RPLRP and other projects have demonstrated as piloted and tested Agro-pastoral and Pastoral School approach (A/PFS) in pastoral areas.

A/PFS is one of the approaches to provide sustainable extension service to the pastoral and agro-pastoral areas in which groups of pastoralists learn through observation and experimentation in their own context based on the principles of adult education. Even if linkages and integration problems among implementers at all levels of agricultural offices was observed during performance assessment undertaken by MoA, the approach allows pastoralists to improve their management skills and become knowledge experts on their own resource use practices. The approach empowers pastoralists using experiential and participatory learning techniques rather than advising them what to do. The A/PFS approach, in contrast to most conventional extension approaches, it strengthens the capacity of local communities to analyze their livelihood systems, identify their main constraints and test possible solutions.

## 2. Conditions for the success of A/PFS

### **Key objectives of the guideline**

This guideline is developed to assist A/PFS facilitators to plan and implement integrated, inclusive and sustainable A/PFS interventions. Specifically, the guideline addresses the following objectives to:

1. Demonstrate basic steps for conducting A/PFS with the context of pastoral and agro-pastoral local situation;
2. Discuss the conditions required for the successful implementation of A/PFS;
3. Explain concepts, processes, principles and steps for planning and conducting A/PFS;

### **Scope**

The guideline addresses planning and conducting A/PFS in the context of pastoral and agro-pastoral community. Based on the dynamics of livelihood and changing conditions the guideline could be adapted.

### **Users of the guideline**

The direct users of this guideline are community facilitators, agricultural extension workers, SMS, CAHWs and other stakeholders who are implementing A/PFS.

Field experiences show that, the success of A/PFS approach depend on the good will of decision makers at various levels especially at Federal, regional, woreda and community levels. Furthermore, trained skilled manpower, financial resources, and incentive mechanisms, aligning with the existing PTC structures, quality instead of the number of A/PFS groups are some of the necessary conditions for successful implementation and desired outcomes of A/PFS. The following necessary conditions are discussed briefly.

### **Commitment**

The commitment of key stakeholders in implementing A/PFS is critical for achieving the intended objectives, it requires the commitment of decision makers, leaders at all levels, facilitators, extension workers, front line development agents and development partners.

### **Awareness Creation**

Creating awareness at different level to aware A/PFS approach should be an entry point before implementing A/PFS. Awareness event need to address at Federal, regional, woreda and community level.

### **Human resource**

As an entry point for planning and running A/PFS, well trained and energetic facilitators, leaders and development agents are required to put the A/PFS approach into practice.

### **Establish Incentive mechanism**

Establishing incentive mechanisms for facilitators is one of the conditions for the success of A/PFS. The incentive mechanisms could be financial resources, motivation letters, providing inputs, recognition and other strategies.

### **Create strong linkage among development stakeholders**

A strong linkage mechanism have to be created at all levels to avoid duplication of efforts and wastage of resource while running A/PFS. A functional A/PFS platform has to be organized to discuss on issues concerning pastoral field school in order to share experiences and coordinate field school activities. The platform brings relevant stakeholders to discuss some of the strategic issues.

### **Alignment**

From field experience, A/PFS complement the existing extension system and strategy. Hence, A/PFS implementers need to align with the existing Pastoral Training Centers to create synergy. Furthermore, the development agents need to take part in the overall planning and implementation of A/PFS.

### **Quality Standard**

A/PFS requires effective backstopping by trained A/PFS facilitators to maintain the quality of the approach. In some parts of Ethiopia, some of A/PFS groups are established in inaccessible areas and in some cases DAs are required to work for more hours per day. As a result, the quality of A/PFS backstopping support is greatly affected. It is also vital to follow the standard guideline to run A/PFS in a given local area.

### **Respecting the cultural context**

The pastoralist has age old indigenous technical knowledge and management strategies. This requires integrating indigenous knowledge and skill with new practices. It is therefore, valid to consider the local context cultural values, norms and beliefs in the planning and implementation of A/PFS.

### **Carry out Monitoring, evaluation & learning**

A/PFS intervention requires close monitoring and evaluation (M&E) of the learning process by developing a clear monitoring & evaluation plan at different level. The monitoring and evaluation process entails relevant partner institutions including community facilitators, A/PFS members, and SMS at all levels. The findings of M&E will be used to improve the efficiency and effectiveness of A/PFS.

### **Dissemination of A/PFS approach**

As part of scaling up of A/PFS approach, the experience of the approach could be disseminated through various methods. The methods include radio, social communication networks, religious institutions, experience sharing events, and other similar events.

### **Finance**

For running pastoral field school the Government need to allocate and/ or mobilize financial resources for running A/PFS activities such as inputs, equipment and stationery. In addition, financial resources are needed for organizing field days, exchange visits, and conducting experiments. It is also necessary self-financing mechanisms for generating financial resources. For instance, individual contribution of A/PFS participants are useful for generating resources and creating sense of ownership. Also, income generating activities have to be established in order to create access to financial resources.

## 3. Context of pastoralism

Pastoralism is a way of living, a culture, a way of production, whereby there is normally migration of people and livestock from one place to another or even across international boundaries. This movement is occasioned by the search for water and pasture for livestock which comprise the main means of livelihood for the pastoralists. The degree of migration of the pastoralists depends on the season or climate of the area in question. During

### What is Pastoralism?

The rainy season, the degree of movement / migration is limited and during the dry season, the degree of migration tends to be enhanced with people and livestock settling in a particular area for only short periods of time. At the peak of the dry season, split herd management is usually employed in order to ensure the survival of the different species of livestock.

### Why Pastoralism?

Pastoralism is not only a cultural mechanism, but actually a coping and survival mechanism that ensures that the pastoralists and their resources are protected and survive during the difficult times such as drought. Pastoralism is also a way of ensuring that biodiversity is conserved and to an extent, ensures that the natural resource base is managed holistically. Conserving the biodiversity and managing the natural resource through the organized grazing ensures better vegetation and ground cover that is not only essential as human and animal food but also protects against surface runoff/erosion ensuring good water retention.

### Definition of Pastoralism

Pastoralism can be defined as a finely honed symbiotic relationship between local ecology, domesticated livestock and people in resource scarce, climatically marginal and highly variable conditions. It presents a complex form of natural resource management, involving a continuous ecological balance between water, pastures, livestock and people.

### Characteristics of Pastoral Areas

Pastoral areas have certain distinct characteristics that they can be identified with. Though, not all characteristics are similar across different pastoral areas, those that are not similar have very slight variations. Generally, all pastoral areas have almost similar distinct characteristics as seen below:

- Harsh climate and rugged topography.
- Low erratic and unreliable rainfall that is poorly distributed.
- Remoteness and far off from public and private sector centralized services.
- Scarcity of water and pasture due to frequent drought.



- Pastoralists have their own cultural values and morals that are not easy to change or erode.
- Maintain traditional leadership structures as pillars of decision making.
- Low stocking rates of some livestock species due to scarcity of water and pasture.
- Insecurity due to civil conflict or cross border raids, which are mainly resource based.
- Dependency syndrome especially on relief supplies.
- Prone to droughts, floods, livestock and human diseases.
- Despite the production of livestock, poverty and illiteracy levels are high.

## Part I: Overview of A/PFS

### 1.1. Historical background of Farmer Field School (FFS)

FFS was first developed in 1989 by the Food and Agriculture Organization of the United Nations (FAO) to train rice farmers on integrated pest management (IPM). It was started in south East Asia mainly in Indonesia. The approach proved to be successful, broaden its scope beyond IPM to cover other types of agricultural production and incorporate socio-ecological aspects. It was also quickly expanded to other countries in Asia, Africa, the Middle East and Latin America.

### **The Emergence of A/PFS**

The International Livestock Research Institute (ILRI) adapted the FFS methodology on smallholder dairy and extensive mixed farming systems in Kenya by 2001. After this successful experience, ILRI and Vétérinaires Sans Frontières Belgium (VSF-B) embarked on piloting the adaptation of A/PFS to the pastoralist situation in arid and semi-arid parts of Kenya and thereby introducing the first Pastoralist Field School (A/PSF) concept in Africa. The concept of A/PFS quickly caught the attention of several state and non-state actors and expanded more widely.

In the recent past, FAO, FAO-IGAD, VSF and government projects have implemented A/PFS approaches across various parts of Ethiopia including the pastoral and agro-pastoral areas.

### **Conceptual understanding on A/PFS**

A/PFS can be described as a 'school without walls', where groups of pastoralists learn through observation and experimentation over a season/production cycle as a time-bound activity in their own context, based on methods of adult education. This allows them to improve their management skills and become knowledge experts in their own resource use practices (FAO,).

The purpose of the A/PFS is thereby to improve the decision-making capacity of participants and their wider communities and to stimulate local innovation. In the A/PFS learning process, the key steps are observation, reflection, group discussion, analysis, decision-making and action planning.

### **A/PFS Group Size**

A/ PFS usually comprises a group of between 25 and 30 pastoralists (including elders, men, women and youths) who meet regularly over a defined period of time to make observations, discussion, analysis, presentation and make group decisions that relate to their livelihood enterprises.

### **Importance of A/PFS approach**

New developments and challenges such as climate change or emerging diseases demand the pastoral and agro-pastoral community to supplement their traditional knowledge and practices. The A/PFS approach

enables small-scale part of pastoral and agro-pastoral (PAP) community to learn in different contexts, and solve the problem. It is also a valuable tool for building sustainable pastoral and agro-pastoral production systems and rural development.

## **Box 1: The major importance of A/PFS include**

- Pastoral and agro-pastoral community often face complex, dynamic and location- specific challenges that cannot be tackled with blanket recommendations and conventional extension methods because they require articulated (i.e., multiple, interconnected, composite) changes in behavior or practices;
- Many A/PFSs result in the formation or strengthening of associations and marketing groups and can exert influence and make their voices heard.
- A/PFS can develop new/strengthened networks among pastoral and agro-pastoral community (livestock producers), local institutions, service providers and researchers.
- A/PFSs can strengthen links between producers and veterinary services, and facilitate access to treatment, advice and information on disease outbreaks. They can also act as a network for animal disease surveillance, early warning and response.
- The A/PFSs approach is flexible and can be applied to a wide range of livestock species and (cattle, poultry, small ruminants, bees, crops, fodder etc.) and allows beneficiaries to choose the enterprise they want accordingly.
- A/PFSs is an effective vehicle for women’s empowerment and gender equality. A/PFS activities can lead to changes in household gender dynamics and decision-making.
- Pastoral and agro-pastoral communities (livestock producers) are resistant to changing how they do things just because someone tells them what to change, and how. As animals are often fundamental to pastoralists’ recommendations that are not tested, validated and adapted to local conditions may face resistance and disinterest.

## **1.2 Key Principles of A/PFS**

Principles of A/PFS are corner stone for planning, implementation, monitoring, and evaluation of A/PFS. A/PFS approach is guided by the following non-negotiable principles:

### **Box 2: principles of A/PFS**

- Learning by Doing: Knowledge is gained through hands-on practical learning: Active, participatory and experiential learning is encouraged.
- Herd and/or fields/pasture lands are the main learning tools, not books, or other conventional extension materials.
- Learner-led study: Group learning is demand driven, based on needs & gaps identified by members. Pastoralists, not the facilitator, decide what is relevant & priorities to them and what they want the A/PFS to address is based on the interests and of the community.

- Facilitation, not teaching: Learning is achieved through a guided process (“facilitation”), not teaching & the focus is on developing skills and competencies.
- Group empowerment comes from collective action: The A/PFS group-approach encourages PFS members to continue and expand their activities undertaken together as a group in the period after the A/PFS is completed towards commercialization, marketing etc.
- Systematic training process: All APFS follow the same systematic training process. The key steps are observation, reflection, group discussion, analysis, decision making and action planning.
- Each A/PFS is unique: Every group is different and has its own needs and realities. A/PFS group members develop their own distinct content

### Part II: Standards to implement A/PFS

The Ethiopian agricultural Extension strategy acknowledges Pastoral Field School as one of extension method in empowering farmers to make informed farm management decisions. Considering that A/PFS are yet to be mainstreamed in the Government extension system, there is to set a minimum standard to ensure an acceptable level of A/PFS implementation. It is our hope that these minimum standards and guidelines will assist A/PFS implementation process in a harmonized manner with attention to quality and mainstreaming while still ensuring flexibility based on local contexts.

#### **A/PFS start up**

Professionals need to assess the local context to look whether A/PFS is suitable for empowering the local community to tackle the existing problems. The assessment will be conducted by subject matter specialists, A/PFS Master Trainers, community and relevant stakeholders. Before starting A/PFS activities, organizers need to prepare the A/PFS implementation and financial plan. The best timing of starting A/PFS activity is based on agro-ecological condition of locality. Organizer needs to identify when ToF needs to start, how many A/PFS group are going to establish etc. In addition, it is required proper planning of the required resources in line with the required resources.

#### **Training of facilitators (ToF)**

The duration of ToF should be 2 weeks and prior to start of field implementation. The course can be conducted either continuously as one phase or as divided into two phases. Daily sessions are programmed at 7 hours per day, with starting time and ending time dependent on local situation. Content of the training should include A/PFS methodology and implementation with practices, participative learning and facilitation and technical topics and cross cutting issues. A minimum of two Master Trainers on A/PFS methodology are recommended to conduct the ToF on a daily basis for the duration of the training course. A maximum of 30 and a minimum of 15 facilitators will participate in the training.

#### **Group organization**

A/PFS should apply all the key principles and core activities of the approach. Group size should be between 25-30 members with representation of local social minorities, at least 30 % of women. Groups should be organized with a clear leadership structure and operational norms in place. Host teams must exist in a group and take the lead in the session activities; each with a name and slogan, with roles clearly

spelt out.

## **Learning site**

Comparative experimentation and a comprehensive Agro Eco System Analysis (AESAs) should be undertaken as essential components of a successful A/PFS. Comparative experiments require resources and skills. The size of the experimentation site should depend on the focal learning activity but of appropriate size for self-management by the members and visibility.

## **Comparative experiment**

There should be a clear agreement spelt out between the group and the host owner/s of the resources for experimentation (i.e. land or animals used for experimentation), including specification on how to protect/care for the assets as well as sharing of benefits. Learning site should be as close as possible to the experimentation site.

## **Learning Calendar**

Learning calendar should be developed together with the A/PFS members. In addition, Field days should be undertaken to display enterprises and knowledge to the wider community, mid-term during implementation and at the end – possibly linked to graduation event. Exchange visit to be undertaken during the learning cycle. The costs of the exchange visit should be incorporated in the program costs. Topic of the day should always be part of the daily A/PFS session. It should be a minimum of 30 minute-60 minutes per session. Learning sessions should be supported with a mix of learning methods such field visit, stories, role-plays, energizers and poems.

## **A/PFS members' graduation**

Graduation for active members should be mandatory by end of the learning cycle/season. Only active members with a 75% attendance. Knowledge and skill, adoption/adaption of good practices and individual commitment to be also assessed as self-evaluation to encourage members and to prepare action plans.

## **Facilitators**

Facilitators could be development agents and/or locally selected graduated farmers (based on interest) and belong to the local community. If the facilitators are selected from the farmers, their number should be two. Desired criteria for selection of facilitators should include literacy ability (read & write) community acceptance and be available at least one learning cycle of A/PFS and must be selected by A/PFS members before graduation. Facilitators (Development Agent) could handle a maximum of 2 Farmer Field schools concurrently depending on their workload. In addition, there should be at least one refresher to improve and refresh facilitators on identified training gaps.

## **Incentive mechanism**

Incentive mechanism should be designed to motivate good performing facilitators to make effective implementation of A/PFS.

## **Certification**

The trained master trainers, training of facilitators and farmers should be certified with officially accepted certificates by the responsible institutions;

## **Coordination**

A/PFS platform should be established to reinforce and harmonise A/PFS advocacy and implementation. Collaboration and coordination mechanisms should be strengthened among relevant stakeholders under the leadership of the Ministry of Agriculture.

## **Monitoring and Evaluation**

It is critical to closely monitor A/PFS learning activities to ensure whether the expected change achieved or not. This will help to make the necessary corrections, reflect on their learning and to make the necessary improvements. A/PFS Evaluation will be conducted on the performance of A/PFS, weekly sessions and comparative experiments by using participatory techniques and methods.

### PART III A/PFS Facilitators Guide

The below mentioned guideline is prepared to guide facilitators to facilitate A/PFS at community level. The guideline is divided into three phases. A/PFS stages could be categorized into three phases.

#### 3.1 A/PFS preparation phase:

##### **Step 1: Assess the local context**

- Before establishing an A/PFS in a new area, a simple assessment should be performed by specialist to assess the conditions for A/PFS implementation.
- This will ensure that the environment is suitable for the A/PFS approach. The following checklist could help in planning the A/PFS assessment:

**Box 3: Checklist for assessing local context**

- Major Source of livelihood for the area?
- Challenges of the community?
- Is A/PFS the most suitable approach for tackling existing problems?
- Are there any cultural barriers to the A/ PFS approach? Are peace-building efforts in place?
- Are there any other A/PFS or similar program in the region, country or neighboring regions? (It is important to link up A/PFS wherever possible.)
- Are there any A/PFS specialists or Master Trainers available in the area?
- Who are suitable A/PFS facilitators (government or non-government extension workers, pastoralists and Community Animal Health Workers (CAHW)?
- Are they willing to act as A/PFS facilitators?
- How many A/PFS can be guaranteed implementation after the first TOF course? Are there sufficient resources?
- Under which program is the A/PFS going to be supported?
- Willingness of the community

Results of the assessment will help to assess if an A/PFS should be implemented in a particular region, and to determine the target communities. If local officials are supportive and an A/ PFS has been recognized as a potentially appropriate method, the remaining results will help to assess the costs and needs for external inputs to determine the level of difficulty in establishing the A/PFS.

##### **Step 2. Creating awareness at different level**

Before establishing an A/PFS in an area, there is a need to introduce the A/PFS concept at different level in areas where there is no awareness. This will ensure from the outset to create better understanding on the concept and implementation of Agro-pastoral Field Schools at Federal, regional, zonal, district level and community level. The following steps are proposed:

## **Activity 1: meeting with federal, regional, zonal, district and kebele, officials**

- Organize inception workshop with relevant actors. Trained master trainer or trained FFS facilitators provide the necessary technical support to organize the event.
- The objective of inception workshop is to discuss and provide conceptual understanding on A/PFS and share practical field experience.
- Inception workshop would be more effective if it combines with field visit to a nearby on-going A/PFS group (if any) during the morning session.
- Prepare posters, pictures, brochures or display informative materials related to A/PFS to support the classroom discussion.

## **Activity 2: Planning meeting at district and kebele level**

There is a need to organize planning meeting at the district level. The livestock resource and pastoral development office, and special support affair coordination Bureau (regional respective sectors) coordinate meeting with relevant district offices and other stakeholders to:

- Determine the number of A/PFSs to be established in the district and kebele
- Identify and assign DAs to take responsibilities for the agreed A/PFS implementation.
- Discuss on the commitment of facilitators is very important issue since A/PFS is relatively long-term activities. Transfer of the facilitator to other place will cause the most serious problem but often happen, particularly when the trained A/PFS facilitator is not readily available as successor.
- Assigning a facilitator to a A/PFS for one year or so is a sort of commitment to a group of pastorals. Some A/PFS program has even made a Minuets of Understanding (MoU) between facilitator and woreda office so as he/she to serve to the group until graduation without interruption.
- Incentives and transportation for facilitators should be allocated,
- At least two Number of facilitators for one A/PFS should be at least two.
- The livestock resource and pastoral development office regional respective sectors has to assign nearby facilitator to help the group until the new facilitator to be assigned. It is recommended to have enough number of trained A/PFS facilitators under same district so that they can help each other.
- Selection of the villages needs to be done according to the government guideline and indications of the A/PFS program.
- The number of A/PFS has to be determined according to the budget and resources. For bi-weekly based A/PFS, one or two A/PFS per facilitator is appropriate. Facilitators may have one day for a meeting, one day for other programs assignment and another one day for the preparation of A/PFS itself which also requires several hours preparations before the session



### **Step 3: Organize Training of Facilitators on A/PFS**

A/PFS facilitators need to be identified and trained before commencing any A/PFS activities. The facilitators should be individuals residing in or close to the target community and those are can provide technical support to the community/ PFS group. This is due to the facilitators need to acquire the required skills and knowledge on A/PFS methodology. Each A/PFS needs a trained facilitator who supports A/PFS members to engage participants in discovery-based learning process. Facilitators must undergo two to three week training. The following is the Training of Facilitators outline.

### **Step 4: Meeting with the community and local leaders**

Following the Training of Facilitators, the facilitators/master trainer's undertake initial contact with the local leaders. The purpose of the meeting is to create rapport and better understanding on A/PFS. In most places, community leaders should be contacted first to seek their advice and suggestions. Following their approval, facilitators can plan awareness-raising meetings with a community to introduce the A/PFS approach.

#### **Activities to implement the step:**

- Once the A/PFS implementation plan has been determined at district level, the assigned facilitators should announce the decision to the village officials.
- DAs should ensure that district and/or village officials are well informed about the A/PFS in general and particularly to the areas for coming season, and ask their support for the implementation.
- A facilitator organizes briefing meeting for village and sub-village officials. It is more appropriate if the female representatives are able to attend as well. It is recommended that active participation of women is needed in briefing meeting (30-50 % women are expected).
- Facilitators need to use the below mentioned checklist as an aid memory to move on the discussion;
- The village leaders, sub village local leaders' role and responsibility should be discussed during the village leaders briefing meeting.
- Following the briefing meeting, village leaders will be requested to organize community meeting;

**Box 4: Briefing checklist points during A/PFS introduction and promotion**

- a) What is A/PFS?
  - A/PFS is the school of pastoralist/Agro pastoralist, organized in field and practiced nationwide and worldwide.
  - No school fees are necessary.
  - All regional respective sectors is supporting pastoral to improve their livelihood and household income through A/PFS.
  
- b) Who attend A/PFS? (Criteria for attending A/PFS)
  - An active pastoral who involves the session and adopt the technology
  - Interested to attend all A/PFS sessions.
  - Willing to participate on a weekly A/PFS sessions for a period of 1-2 years
  - Has a common interest with the other participants
  - Able and ready to cooperate and work as a team with the group
  - Accept to follow the norms set by the group
  - Committed to learn for own development and share experiences with other farmers
  - Willing to implement the lessons learnt and group recommendations made in the A/PFS
  - No matter age (young/old) or gender (men/women)
  - Formal education is not necessary (Illiterate person can also be A/PFS members).
  
- c) Your farm/cattle/range land ..... is the learning place
  - A/PFS work on the real farmlands provided by A/PFS members (called as “Host farm/Pastoral”)
  - For learning through A/PFS, participants do not need to go very far because learning place will be nearby farm/Pastoral in the sub-village.
  - A/PFS members and facilitator together agree which enterprises they are going to learn.
  - A/PFS members and facilitator together agree on what kind of ideas or experiments they try on farm and prepare for necessary learning topics according to the particular interest of the members.
  
- d) Main activity is determined by the group members based on your identified problems, and make analysis.

- Attendance and lateness are checked in during weekly session.
- e) **A/PFS is group learning**
  - A/PFS is conducted for a group of around 25-30 members of Pastorals.
  - Members are selected among interested pastoral who agree to attend weekly session for certain period.
  - As principle, equal numbers of women and men will learn together.
  - Group members will support each other during weekly activities.
- f) **Pastoral organize A/PFS**
  - A/PFS is conducted by pastoral
  - **Livestock Officer is a Facilitator (assisting at the back)**
- g) **A/PFS is weekly**
  - A/PFS groups meet every weekly.
  - Start early in the morning and finish after 3.5 hours according to timetable agreed.
- h) **Show the result to your neighbors**
  - The A/PFS members together with facilitator and village officials arrange “Field Day” for the surrounding community.
- i) **Graduation and certificates**
  - At the end, the groups organize graduation ceremony in assistance with facilitators and local government offices.
  - Members who have more than 75% attendance program and put training in to practice will get graduation certificate.

### Step 5: Awareness creation at community level

Organize community meeting through village and sub-village officials. It is favorable if the female members other than household heads are able to attend as well, because a woman can be also interested in A/PFS learning activities.

- In the meeting, provide A/PFS interested village members with a clear view of what they are going to do in A/PFS and what they can get through A/PFS.
- Explain what the participants are expected to do (use the list “briefing items during A/PFS introduction and promotion”).

- Describe the process of A/PFS selection through the meeting;
- Note, if both male and female representatives from every household are not present, they cannot be represented to be a member of A/PFS. It is advisable to take consideration the issue to the family and decide who represents in the meeting of A/PFS.
- The facilitator need to ask and reach consensus with the community members on the selection criteria of A/PFS members based on the principles of A/PFS;

## 3.2 A/PFS Implementation Phase:

### **Step 6. Establishing A/PFS Group**

As a follow up of creating awareness at community level, the next step is to select A/PFS group members. The following activities are guiding the process:

#### **Activity 1. A/PFS group member selection**

- Organize meeting with community members (men, women, youth, kebele elders, customary institutions)
- Recap basic concepts and process of A/PFS;
- Confirm their understanding on A/PFS by asking questions;
- Ask participants to brainstorm criteria of A/PFS members selection;
- Consensus on the selection criteria (the criteria need to consider interest, gender, youth.);
- Based on the agreed criteria, the community members select appropriate A/PFS members;
- If the number of A/PFS participants below the expected number (i.e., below 25), the facilitator needs to organize another promotion events;
- The number of groups for agro-pastoral is 25-30 whereas for mobile pastoral groups the size of the group could be from 15-25;
- If the number of A/PFS members above the standard size of A/PFS then the facilitator needs to discuss further with the community members.

#### **Activity 2: meeting with selected A/PFS members**

- As a follow of selection of A/PFS participants, the facilitator organize meeting with selected A/PFs members;
- The selected participants will be asked their interest, commitment, voluntariness and respect community bylaw and practices;
- The facilitator needs to inform to the selected A/PF members to implement in their farms

what they have learnt through A/PFS and share the information to their neighbors.

- The facilitator needs to inform to A/PFs participants they should have a demonstration in their farm to replicate what they have learned from A/PFS experimentation;

**Activity 3: A/PFS group formation (A/PFS officials and meeting day)**

A/PFS group formalization and organization will continue as a follow up of activity 2. The activities include:

- Ask A/PFS members to decide the name and slogan of their A/PFS group;
- Facilitate the members to elect A/PFS group officials including chairperson, secretary and treasurer;
- Preferably, officials in village administrations should not be A/PFS committee so that other members can also learn about responsibility of the officials through A/PFS.
- Facilitate the members to agree on a convenient day of the week to meet for A/PFS;
- Ask participants their consensus on the meeting day and time;
- In normal circumstance, the local market day should be avoided for A/PFS meeting day since farmers are busy in that day.
- A/PFS session will take 3-4 hours every week depend on the local situation;

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

**Activity 4: subgroup formation**

- Ask A/PFS participants to form a subgroup with a set of criteria. The criteria include literacy, gender, age, volunteerism, and other relevant criteria;
- Based on the above-mentioned criteria, a sub-group will be established;
- In case the literate people are few in the selected A/PFS members, facilitators have to make sure that all sub-groups have at least a member who can read, write, understand the written materials, and able to explain to illiterate members.
- Gender balance should be equally considered among sub-group members;

- The number of subgroups depend on the number of focal enterprises/seasons, number of treatments in a given experimentation;
- Facilitator ask each of the sub-group to decide the following:
  - **Name of sub-group:** the name needs to sound nice for the members, preferably, not the serial numbers or ABC. Encourage their creativity to come up with a name, which represents them very well
  - **Slogan/Motto to** reflect on the name of sub-group;
  - **Sub-group officials:** including chairperson, secretary and time keeper, etc.
    - After formation of subgroups, the facilitator explains to A/PFS members the meaning and role of host team;
    - Each sub-group should play a host on a A/PFS learning session and they rotate session by session or week by week.
    - Assignment of Host Team is to ease session running and every participant to learn their responsibility by owning duty assignment

**Other consideration to aware sub-group members:**

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

**Activity 5: A/PFS form host team members**

- Facilitator describes the role of host team;
- Each of the established subgroup members serve as a host team;
- The duties of host team describe below in the following box:



**Box 4: The duties of host team in a A/PFS day are as followings:**

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

**Activity 6. A/PFS learning norms**

- Facilitator explains the purpose of preparing leaning norms;
- Facilitator asks A/PFS members to brainstorm some of the learning norms. Some examples of the learning norms include: *No smoking while in sessions, do not come drunk to the sessions, respect to other people's opinions, conflicts need to be solved democratically, every participant and facilitator need to keep the time.*

**Step 7: Problem analysis, enterprise selection and proposing solutions**

As a follow up of group organization, the facilitator organize meeting with A/PFs members to discuss on problem analysis. It is the responsibility of A/PFs members to identify, prioritize and propose alternative solutions. The role of a facilitator is to facilitate the process. The following are guiding activities:

- Ask participants to list the major problems for the selected problems;
- Ask participants to rank the listed problems using pairwise ranking;
- Once the problems are prioritized, then the most important problems will be identified;
- Ask participants to propose possible solutions for the prioritized problems;
- The A/PFS group in collaboration with the facilitator decides what types of activities

need to be undertaken to test the solutions.

- Using pairwise ranking technique, facilitator ask to compare the listed enterprises and ask their criteria;
- Based on the result of the comparison, facilitator assists to display the list of prioritized enterprises;
- After the introduction of the enterprise options, ask the following questions to the members to select enterprises;
- Which enterprises/ they want to learn during A/PFS season. Each A/pastoral has their own preference according to their importance and interest.
- Based on the identified problems, ask participants to list focus enterprises they would like to learn. The enterprises are related to livelihood activities of A/pastoral activities such as fodder, livestock, crop, range land, beekeeping, poultry etc.
- Ask participants the reason for listing the above-mentioned enterprises;
- Then, facilitator display potential enterprises which are related to agriculture, livestock, natural resource, rangeland management;
- Ask participants the number of enterprises they would be able to implement?
- Facilitator need to inform the number of enterprises to be selected depend on available resources including financial, human and time;
- Participants and facilitators tend to select as many enterprises as possible. For the A/PFS duration, it has to be announced well that the number of enterprises is at most one or two. More than two enterprises are not practically manageable by A/PFS and quality of the farms and learning becomes very poor.

**Table 1: Example of problem analysis**

PROBLEM/SOLUTION- ANALYSIS TABLE				
Problem	Indicator	Root cause	Coping strategy	Solutions
Inadequate water	Long trekking of animal to water points Reduced milk yield in dry seasons	No boreholes Silted points Drought	Provide little water to animal. Digging	Construct water tanks Desist existing dams



### Step 8. Participatory Comparative Experiments (PCE)

After selecting enterprise, analyzing problems and proposing solutions, a facilitator discuss with A/PFs members on comparative experiments. Experimentation is a follow-up process to the problem diagnosis in the A/PFS process. The main actors in the experimentation process include A/PFS members, facilitators and researchers who have complimentary roles in the experimentation process.

It is important to note that comparative experimentation in A/PFS is seen primarily as a learning strategy for empowering participants.

#### Basic Principles of PCE

- Experiments should be based on the community priority problems based on step 7;
- Experiments should be developed with the participation of the A/PFS group;
- The process has to be owned by the participants, so they should design and implement the experiment, keep the records, perform the analysis and draw their own conclusions;
- It should be simple: - the experiment should not be complicated;
- It should be cost effective
- It should be uniform situation
- Easily Applicable to the local situation.

#### Steps in A/PFS Experimentation

Good planning is the basis for systematic experimentation which involves a range of steps.

Based on the identified problems in step 7, identify and prioritize solutions which could be addressed by testing experiments;

- Clear understanding of the problem is the basis for setting the learning and experimentation theme.
- This should be based on identified and prioritized constraints and opportunities (pair wise ranking tool can be used).
- One experiment should only test one topic/problem at a time.
  - ❖ Come up with all possible solutions or options to solve main problem identified in step 1
  - ❖ Analyze and rank the solutions using PRA tools such as group discussion and pair wise ranking for prioritization.

#### Why we need PCE

- The main basis for experimentation in A/PFS is to create a learning process through which pastoral test, monitor and evaluate new ideas, technologies or innovations for improving productivity of farming/pastoral systems.
- Field comparative experiments within A/PFS are implemented to empower participants (both pastoral and facilitators) with observational and analytical skills to investigate the cause and effect of major production problems.
- Pastoralist practices are tested and compared with other available solutions to solve identified problems.
- Analyzing the results allows pastoral to decide which solution (technology and/or practice) is best suited to his/her situation.
- Field experiments are also used to demonstrate new production opportunities and to help pastoral diversify

**Activity 1: Select options/treatments to experiment.**

- This should include a mixture of local/traditional practices and “new” options (such as practices introduced by research/extension staff).

**Activity 2: Define experiment objective**

- An experiment needs to have clear objectives as a basis for learning;
- Define a clear objective of the experiment to be conducted. What is to be tested and what result do we expect?
- This should be linked to the previously identified local priority problems;
- The objectives of the comparative experiment(s) or study field are jointly formulated with all the PFS members, and facilitators.




**Box 5: Criteria that can be considered in option selection include:**

- The degree of probability that the technology will address the identified constraint;
- Potential benefits in terms of profitability, reduced risks, equitability, and sensitivity to gender issues;
- Ease of adoption, that is, compatibility with the pastoral system; and,
- Ease of experimentation with the selected technologies in terms of resource requirements and management
- Principle of a “no risk zone”. The high economic value of animals does not allow any experiment involving risk or even medium-term loss of productivity. Animals involved in the experiments should at no time be under any health risk. This precludes the use of control groups if conditions will put animals at risk




**Activity 3: Determine the treatments to test**

- The optimum number of treatments is usually 2-5 per experiment. Too many or too few treatments will not result in useful information.
- Having more than five treatments/options makes the experiment too complex.
- The treatments should be kept as simple as possible by minimizing the number of factors (having only one factor under study at a time is recommended).
- If an experiment has too many variables it will be difficult to evaluate which one is responsible for the results.
- Similarly, if the treatments are very similar it will not be possible to see any difference.
- First, determine a control treatment, which could be a standardized practice with known results, such as pastoralist practice, or the standard recommendations of the extension service
- The other treatments contain variations from the control.
- Apart from the different studies select all other factors should be kept the same for the various treatment plots

**Table 2: Example on deworming in goats**

Control	Treatment 1	Treatment 2
Goat No. 1 is not given a de-worming treatment 	Goat No. 2 is given local herbs used for treatment of worms according to traditional knowledge 	Goat No. 3 is given commercial de-worming treatment according to veterinary recommendations 
All other management aspects of the three goats remain the same, that is feeding, grazing, housing, and treatment of disease		

**Table 3: Example of supplementary feeding goats**

Control	Treatment 1	Treatment 2
Goat No. 1 is kept with the herd according to normal customs 	Goat No. 2 is kept with the herd according to normal customs, <b>(1)</b> + also receives supplementary feeding of acacia pods and grass in the evenings. 	Goat No. 3 is kept with the herd according to normal customs, <b>(1)</b> + also receives supplementary feeding of acacia pods and grass in the evenings. <b>(2)</b> + is also given commercial feeding concentrates (minerals and vitamins) 
All other management aspects of the tree goats remain the same, that is, grazing, housing, treatment of disease.		

**Activity 4: Determine the variables or parameters to measure**

- Identify indicators required to monitor progress of the experiment;
- Indicators are variables that allow one to identify and measure change during the experimentation process
- The indicators selected for monitoring an experiment depend up on the objective of the experiment.
- It is important that the whole group is involved in the decisions about which indicators are to be monitored and that all PFS members understand exactly what will be monitored and how. • Inputs from extension staff and researchers are often useful in this process

**Activity 5: Decide on the field layout**

- To ensure reliability of the experiment, there should be proper layout of the experiment, replication and randomization.
- When deciding where to locate the trial or whose animals to use, do not be influenced by personal bias. Instead, try to allocate the treatments randomly. An exercise to facilitate randomization is to put cards with all the treatments in a bag or a hat and pick the treatments one by one; this will dictate the order of the set up.
- For crop-based experiments, prepare a field with plots for each replication at a size of at least 10m × 10m each

**Activity 6: Decide on the monitoring and evaluation of the experiment**

- Monitoring of the experiment is by using Agro ecosystem analysis chart;
- Before the start of the experiment a plan should be made on how the experiment is going to be monitored, and who will be responsible for what
- Each sub-group will inform the other participants about the progress of their experiment during the regular AESA presentation;
- Regular observations of the experiment will help the A/PFS to identify the reasons why a certain technology is performing a certain way
- A discussion should be initiated on the frequency of making observations in order to agree on a regular, systematic way of monitoring using the indicators already identified for the theme of the study.
- Usually monitoring involves data collection, which when analyzed indicates progress or constraints during the experimentation process.
- When a A/ PFS carries out an experiment with several treatments it is recommended that each treatment be allocated to sub-groups who will be responsible for the implementation, record keeping and analysis.

**Activity 7: Evaluation of the experiment**

- At the end of the experimental cycle an evaluation is conducted to seek the answers to three main questions:

**Box 6: Farm trial on rangeland management**

**Learning enterprise:** Pasture production

**Trial objective:** To assess the production potential of different climate-smart pasture varieties grown under bunds.

**Experiment uniform situation:** Trial undertaken in same ecological zone (climate and soils), and the trial will involve similar agronomic practices.

**Experimentation trial description/treatments:** Comparative trial on the performance of three different pasture varieties under bunds in order to determine their production potential and resilience to climate change. The trial is undertaken in a host farmer's 1-acre field divided into eight plots. Each trial option has one replication.

- Treatment 1 Cenchrus without bunds;
- Treatment 2 Cenchrus with bunds
- Treatment 3 Eragrostis without bunds

- Treatment 4 Eragrostis with bunds

**Trial design:**

Replication Treatment 1; Replication Treatment 2; Replication Treatment 3; Replication Treatment 4

Steps: 1. Farmers decide on what pasture to use for the comparative experiment. 2. Prepare eight plots of land measuring 20 m by 20 m for planting. 3. Plant/sow the selected pasture on the eight plots at the onset of the first rains. 4. Ensure that important agronomic practices such as spacing, depth of planting, and fertility management carried out on each of the plots are the same

**Key requirements for experimentation:** • Pasture seeds • Land • Manure • Measuring tape • Hay- box • Hoes • Sisal twine • Labor for plot preparation (from FFS members) • Technical support for harvesting of pasture seeds and balling the pasture other requirements:

**Experts for special topics** (technical and emerging issues), and field day and graduation materials. Parameters to observe: Follow up on the eight plots, on a participatory basis, throughout the cropping period and record important observations (AESA) on the following parameters:

- Growth rate of pasture • Length of stem, and size of leaves; Number and status of leaves • Time of seeding • Time of seed maturity • Yield in bales • Labor for plot preparation •

**Duration of trial:** 20 weeks Evaluation: 1. What differences did you observe in the eight plots? 2. If there was a difference in yield, what do you think was the reason? 3. What are the advantages of bunds? 4. Which are the best pasture species/varieties for the area.

### Step 9: Selecting Host A/ Pastoralist

- Host A/pastoralist is a livestock or a farmland or non-timber products provided to A/PFS by one of A/PFS group members for learning purpose.
- Host A/pastoralist is for implementing learning enterprises and it is where experiment or comparative studies are taking in place.
- A/PFS group must find a voluntary member who provide trial herd/farm are called as trial pastoralist or farmer.

#### Box 7: Important consideration in host A/pastoral selection

- Suitability to the selected enterprises.
- Location and accessibility
- Water availability in dry season
- Security of the place
- Constant presence of trial herd/farmer
- Ownership by A/PFS members
- Prevent double assignment
- Gender and land tenure
- The herd/Land history
- Benefit sharing
- Host A/pastoralist

#### Activity 1: Criteria for selection of host A/pastoralist:

- Brief the characteristics (type, agro-ecology, variety location, size, soil condition, etc.) of host A/pastoralist to the members.
- Ask volunteers among the members who can provide his/her livestock/farmland for the A/PFS learning purpose for free (or with some perverse on the benefit sharing).
- If they are many, select only two to three candidates by voting.
- Do not agree easily to select non-member's livestock/farm. Ask the members to discuss the issue and encourage again the members to provide.
- Carry out site visits to compare possible candidate sites for the trial livestock/farm and examine the feasibility.
- Even if there is only one member who proposed host livestock/farm, the site visits have to be conducted and the characteristic to be assessed whether it is suitable or not.
- Do not rush the selection of the livestock/farm.
- Facilitators should provide a week for the group to find some good candidates for the selected enterprises and the learning purpose.

#### Activity 2: Procedures for selection of host A/Pastoral

- Ask A/pastoralist candidate direct to the candidate site for livestock/farm.
- Visit the host pastoralists' sites with all A/PFS members.
- Check the livestock land characteristics and assess selected agricultural practices;
- Productivity of livestock and Land size also to be measured roughly according to the agreed size of experiments.
- Confirm with all members whether the site satisfy the above-mentioned characteristics suitable to trial herd/ farm.
- Finally, conduct voting on trial herd/farm selection from two or three trial herd/ farm candidates visited.

- Agree on selected trial herd/farm with all members.

## Activity 3: Signing on the host A/pastoralist agreement

- Once suitable trial herd farm site is selected, trial herd/farm agreement has to be prepared and signed between the selected trial herd/farmer and other A/PFS members.
- This agreement has to be done before preparation and establishment of the trial herd/farm itself
- Read aloud the “host A/ pastoralist Agreement” and A/PFS members have to agree with trial herd/farmer(S) on several issues which are clearly stated below:

### **Box 8: Checklist on host A/pastoralist agreement**

- Whether members are permitted free access to the farm during the learning period
- Whether other community members are accepted to visit the farm to see the result of learning and experiment, e.g., Field Days.
- How to share the farm produces from trial herd/farm and other resources developed during the A/PFS.
- How to share the materials e.g., seeds, cuttings from trial herd/farm during and after A/PFS.
- If those conditions are not clear, the members had better cancel the signing of the agreement. Otherwise, A/PFS learning will become at problems.
- It is also important to consult to local authorities or community leaders if members have problems to solve. They may provide advices and become the witnesses on the trial herd/farm agreement.

## **Step 10: Preparing A/PFS learning Site**

Discuss with A/PFS members on the condition suitable to the learning site for A/PFS sessions.

### **Activity 1: A/PFS learning sites**

The learning site conditions might be as follows:

#### **Note to Facilitators**

- Ask members to propose the site with such conditions.
- Visit the sites before next session and confirm with all members whether the site has suitable

- Close to the host farm where AESA is being carried out every week. Locate the learning site in the same place as the host farm site for ease of carrying out learning activities.
  - Easy to access and within the reach to all members.
  - Acceptable to all the farmers and there is no restriction.
  - Spacious and have enough data processing place.
  - Protected and have adequate security.
  - Comfortable and provide with facilities in case of harsh weather conditions
- characteristics for learning site.

  - Agree on the learning site with them.

### Activity 2: Learning Site Preparation

It is not necessary to establish the learning site at once since there are many tasks at the beginning of A/PFS.

- It is recommended to arrange the bench or sitting materials in U-shape so that everybody is able to see the presentation at the center. This layout is also suitable to perform group dynamics. However, the layout may depend on the convenience to the location
- Sitting place of host team should be demarcated separately and so that everybody can recognize their assignment,
- Establish suitable seating under a tree.

### Activity 3: Provision of shade

- Because of several hours' session in the field, shade is indispensable in A/PFS learning site.
- That is the reason why most A/PFS groups meet under a tree.
- Advise the groups to construct some beams for temporary shade and a large plastic sheet serving as roof to protect members against rain and direct rays.
- In some place without convenient trees, groups are advised to construct temporary shed in order to avoid direct sunlight.
- It is also convenient to have a shelter in case of stormy weather.

## Step 11: Preparing learning curriculum/ Calendar

### Developing the learning curriculum/ Calendar:

- Once the A/PFS group is established, the facilitator together with A/PFS members and establish a small technical expert to develop the curriculum for the A/PFS, based on the main problems identified above;



- In collaboration with the group, the facilitator decides what activities need to be undertaken to further explore the problems, test the solutions and identify what kind of outside assistance is needed.
- Key activities to facilitate learning in the A/PFS are the AESA, field comparative experiments and special topics, where group discussion and short- and medium-term learning exercises are conducted.

**Table 4: Example of A/PFS Learning Curriculum/ Calendar**

Season	Focus area	Overall objective	Topics	Methodology
Long Rains	Fodder production	Increase community resilience to drought	Fodder/pasture conservation and preservation natural feeds like Acacia pods, introducing planted fodders, Hay making Range rehabilitation	Topic of the day(GP discussion, case Studies, practice, demonstration and brainstorming) Experimentation Field visit and experience sharing
Short rains	Livestock Diseases and pest control	Improve Livestock productivity and livelihood of local community	Tick control Common disease (FMD, CB/ CPP, Mange and TBDs) management and control	Topic of the day Demonstration Comparative experiment
Short Rains Dry	Water and Sanitation (WASH)	Improve water management sanitation practice in Community	Water resources management Sanitation	Topic of the day Exchange visit
Long Rains Short Rains Dry	Crop production	Improve crop productivity in local community	Introduce drought tolerant varieties Improve cultural practices	Topic of the day Field demonstration
Dry	Livelihood diversification	To diversify income sources of local community	IGAs/petty trading Livestock marketing	Topic of the day Comparative experiment

- Field days and exchange visits with other A/PFS groups are also useful methods to enhance learning and participants’ motivation.
- A curriculum defining the A/PFS season and outlining dates of meetings and the topics of discussion needs to be drafted on a flip chart and made accessible to all.

Step 12: Conducting A/PFS Sessions

- Once the meeting day for A/PFS is decided, then every week the session will be conducted for 3-4 hours.
- Conducting A/PFS sessions follows the basic principles of PFS. Accordingly, the learning activities include: Comparative Experiments; Agro-ecosystem Analysis (AESA); Topic of the day; Group dynamic exercises; Participatory monitoring and evaluation (PM and E). Detail session activities are indicated in the below table.

**Typical A/PFS session**

The facilitator needs to introduce a typical A/PFS session. A typical example of an A/PFS session timetable is indicated below.

Table 5: Example of Typical A/A/PFS Time Table (3-4 hours duration)

Time	Activity	Objectives	Responsible persons
8:00-8:15	Prayer, Roll Call	To Thank God & record attendance	Host team
8:15- 8:35	Brief Recap	To remind participants on previous activities	Host team
8:35- 9:05	AESA Taking	Monitor on the enterprise to record data	All
9:05- 9:35	AESA Processing	Analyze AESA records	All
9:35-10:05	AESA Presentation	Share AESA analysis to larger groups & discuss for collective decision making	All/Host team
10:05-10:20	Group Dynamics	Refresh & energize participants and enhance participation	Host team
10:20-11:20	Today's Topic	Learn new knowledge/skills related to enterprise or members interested	Facilitator
11:20-11:30	Review of the day's activities	Evaluate the day learning	Host team
11:30-11:45	Planning for next session	Plan activities and learning topics of next week session	Host team
11:45-11:50	Announcements	Share other necessary information	Host team
11:50-12:00	Roll Call, Prayer	Monitoring attendance	Host team



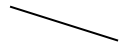

Each of the above-mentioned activities are described below:

**Activity 1: Opening and closing prayer**

This activity is based on the cultural context of the area. In pastoral area, elders are invited to make blessing before the start of the A/PFS session. An elder/religious could be invited to open or close the learning session. It needs to consider participants religion diversity.

**Activity 2: Roll call**

- Checking attendance of the participants is one of the critical activities in A/PFS session. The secretary of the A/PFS group takes the attendance using a prepared registration book. Attendance is taken twice at the beginning and end of the session
- The attendance would be used to measure the level of participation of the A/PFS participants.
- Attendance could be an indicator for the facilitator to find ways for motivating absentees in engaging the learning process.
- Attendance also used as a means of verification for graduation.

Example of taking attendance	
Members present at the opening	
Members are not present at the opening	
Members present at the end	
Members are not present at the end	

**Activity 3: Brief reflection session**

- It should be the responsibility of the host team to facilitate this session.
- The host team must be aware that the learning points of the week will be presented during the following week’s recap/reflection session.
- The reflection session should emphasize topics discussed, key learnings from the topic and how are they going to put into practice the learnings.

**Activity 4: AESA taking, processing, presenting and synthesis**

- AESA is a comprehensive on-farm monitoring and evaluation method for

**The role of a facilitator in reflection session**  
 Facilitator assist to synthesize the key points from the day sessions and activities and clarify any unclear points and motivate the host team to make use of creative way of facilitating the session.

livestock/crops. It is the cornerstone of the A/PFS.

- It involves: regular (weekly/biweekly) observations of the enterprise
- Close observation of the interaction between livestock/crops and other biotic/a biotic factors coexisting in the field.

### **Activity 5. AESA taking (field data collection);**

The sub groups carry out AESA taking, field observation and data collection. At the early stages, facilitator should introduce and emphasize the need for conducting AESA taking methods. It is important that all members of the sub group participate. The host team or the facilitator assigns each sub group a plot based on the comparative design. Each sub group then goes to the field and records measurements, field observations and results.

### **Activity 6. AESA Processing**

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

### **Activity 7. AESA Synthesis.**

After sub group's presentations, the facilitator conducts a discussion session. If some action is required such as eliminating pests, applying chemicals, etc., the facilitator leads the discussion and asks members to decide on actions required. Then, the facilitator wraps up the discussion and summarizes the lessons learnt and decisions made.

### **Activity 8. AESA presentation.**

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

**Box 9: What would happen if there is no AESA?**

- When A/PFS is conducted without AESA, Agro /pastoralist/farmers may not acquire skills of monitoring the farm regularly, observing the herd/crops systematically, and practicing critical analysis. As a result of failure to build AESA skills, they would not be able to build their capacity for informed decision making.
- Furthermore, the field observation during AESA leads to presentation during A/PFS.
- Absence of AESA also means that A/PFS members lose the opportunity to develop self confidence in presenting their ideas and findings in front of other people, and making decisions for the next step as well as selecting solutions collectively.
- Thus, the absence of AESA can lead to poor capacity building and reduced potential for empowerment of the farmers.

**Table 6: Example of a typical format of crop AESA Sheet**

<b>Name of A/PFS:</b>  AESA number:  DATE:  Week no.:			
<b>General Information</b>		<b>Parameters</b>	
<ul style="list-style-type: none"> <li>• Variety:</li> <li>• Date Planted:</li> <li>• Age of Crop:</li> <li>• Spacing:</li> <li>• Fertilizer:</li> <li>• Weather:</li> <li>• Plant Population:</li> <li>• Germination:</li> </ul>		<ul style="list-style-type: none"> <li>• Length of leaves:</li> <li>• Width of leaves:</li> <li>• No. of leaves:</li> <li>• No. of diseased leaves:</li> <li>• No of dead Leaves:</li> <li>• Length of plant:</li> <li>• No of pods:</li> </ul>	
Pest observed:	Drawings	Natural Enemies observed	
<b>Observation</b>		<b>Recommendation</b>	

<ul style="list-style-type: none"> <li>• Soil Moisture:</li> <li>• Diseases:</li> <li>• Insect pest:</li> <li>• Plant Health:</li> <li>• Deficiency:</li> <li>• Weeds:</li> <li>• Predators:</li> </ul>	<p>What management practices should be applied:</p>
---	---

**Activity 8: Energizing participants (Group Dynamics)**

- As indicated in the A/PFS time table, group dynamics is one of the activities of the A/PFS session.
- It involves team building activities to relax participants and to increase the coherence of the group.
- Group dynamics also help illiterate people to understand key learning experience and concepts.
- The selection and use of these activities depend on the cultural context of the group, the purpose of the group activity, and linking with the following sessions and activities.
- The principles in preparation of folk media for group dynamics.

<p><b>The group dynamics activities include:</b></p> <ul style="list-style-type: none"> <li>• In most A/PFS groups there is an A/PFS song that includes messages containing the A/PFS principles.</li> <li>• FS clapping is one example</li> <li>• Talk ball is mostly used in A/PFS learning to engage and motivate participants</li> <li>• Locally acceptable dances</li> <li>• Pastoral related stories</li> <li>• Poems related to different messages</li> <li>• Role plays on different aspects etc.</li> </ul>
--

<p>Group dynamics should be:</p> <ul style="list-style-type: none"> <li>• Be relevant, timely, simple and avoid sophistication</li> <li>• Be indigenous to put a clear message to the community</li> <li>• Involve many people’s participation as possible</li> <li>• Use local materials and be self-reliant</li> <li>• Be within the program perspective or target</li> </ul>
---



**Activity 9: Topic of the day/special topics**

- The purpose of this session is to provide participants the required knowledge and skills on different technical areas.
- The topics could be related to the implementation of A/PFS such as livestock feeding, animal disease, fodder production etc.
- In addition, the topic of the day may focus on emerging issues such as health related issues (COVID-19), climate change, income generating activities, etc.

**Role of a facilitator in topic of the day**

The role of the facilitator is very critical in selecting today’s topics and facilitating the learning process. S/He is expected to make use of mix of learning methods to facilitate the learning process. S/He could invite relevant expertise on the subject area. Usually, a topic of the day lasts for a maximum of 1 hour.

The facilitators need to consider the following points while facilitating a session on topic of the day.

**Box 10: Guiding points in facilitating topic of the day**

- Make sure the participants are comfortably seated.
- Ask participants to recall back last week topic of the discussion;
- Provide a link between previous session with this session;
- Present the session objective this session the topic discussed Create an informal rapport with the participants;
- Introduce an activity in which the participants experience a situation relevant to the session objective. The experience might be practice, demonstration, role play, group discussion, or presentation.
- If you use presentation, you should support with visual aids, demonstrations and discussions;
- Allow sufficient time for becoming familiar with recently acquired skills and knowledge.
- Use simple and clear language.
- Ask participants what they have learned from the experience. How they are going to apply in their local situation?

**Activity 10: Review of the day’s activities.**

- The other activity which is indicated in the A/PFS timetable are, reviewing of the day sessions and activities.

- This activity helps members to summarize key learning points from the day sessions and activities. The summary could be facilitated by the host team with the support of the facilitator.

## Activity 11: Planning for next session

- Planning for next week session is the other activity which helps to do the necessary preparations for the upcoming session.
- The planning could be harvesting, weeding, drying, visit to A/PFS sites, field days, etc. This activity helps to share responsibility for next week activities

## Activity 12: Announcements

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

## Step 13: Dissemination of A/PFS findings

- There are a number of ways for disseminating the findings of A/PFS.
- The dissemination mechanisms could be through exchange visits, field days, individual demonstrations, and other ways of social interaction.

## Activity 1: Field Day

- Field Day is an occasion when farmers & a facilitators demonstrate to other people in the community what group members have learned through A/PFS sessions and field activities through inviting surrounding community members to their A/PFS host farm.
- Field day gives an opportunity to demonstrate A/PFS groups to share their experiences what and how they are doing.
- Some of the experiences they are sharing include comparative experiment results, learning activities, knowledge and skills shared and their future plan.
- It also creates awareness for senior officials the relevance of A/PFS approach.

### Organization of a field day

The facilitator needs to discuss with A/PFS members in the topic of the day to discuss the detail activities of the field day. The planning includes when, who, how and what activities to be presented in the field day event. The success of A/PFS depends on proper planning of the field day event.

Objective: The objective of field day is to share experiences of A/PFS to other non-participating A/PFS members.

Materials required: comparative experiments, flip charts, markers and other related materials;



Time: Preparation time one A/PFS session and actual implementation of the field day half day

Steps to organize A/PFS field day:

Ask the A/PFS members to reflect the details of the field day events. The planning include: date, venue, the number of participants, required materials, roles and responsibilities of host team, subgroup, and other A/PFS members.

A/PFS group decide which comparative experiment should be visited and the required arrangements;

Prior organizing the field, A/PFS members have to assess result of the experiments to show to the non-A/PFS participants;

If there is no experiment in the field, field day cannot give impacts to the participants;

One or two A/PFS facilitators are selected to present the results of comparative experiments. It should be the responsibility of A/PFS members to prepare themselves and to present the findings of the experiment conducted;

The A/PFS participants discuss and agree the detail activities of the field program

It is the responsibility of woredas office of agriculture to draft a letter and invite participants of the field day. The invitees are represented from community members, government and non-government staff, and other relevant institutions.

Required preparations include:

Field Day Program, list of guest & invitees, allocation of duty to members, prepare the posters (Farm lay out, results to date) for display in the Field Day, preparation of invitation letters for guests, allocation of duties and prepare the venue, record the field day events conducted in the area;

A field day schedule may consist of:

Registration of field participants;

Explanation on why and how the A/PFS group established, how the learning takes place, core activities, the number and types of experiments being conducted;

Demonstration on the field comparative experiment

### Activity 2: Exchange Visit

Exchange visit is the other activity which takes place from one A/PFS group with the other A/PFS group. Exchange visit is conducted between two or A/PFS groups to share experiences between the

groups. Organizing exchange visit requires resources and it should be planned ahead of time the sources of the budget. The following box demonstrate how to organize exchange visit.

**Organizing exchange visit**

Objective of exchange visit; the objective of exchange visit is to share experiences, ideas, and to compare their level of performance on A/PFS.

**Steps in preparing Exchange Visit:**

- Identify A/PFS groups to be visited. Check resources/ budget allocation/ contribution from the groups
- Share preliminary exchange visits arrangement between the district office of agriculture and a facilitator.
- There is no special program for the exchange visit. Usually, the group receiving visitors follows the normal A/PFS timetable and the time of “Today’s Topic” is used for discussion and exchange of views.
- Arrangement of the Host Groups (Groups to be visited) is very important. A careful selection of the host groups is necessary in order to have a successful exchange visit.
- The mode of visits or how the groups visiting others are different according to the program and local environment
- The best time to conduct exchange visit is just before the field day or graduation when they can observe the result of experiment on the host farm
- Weather condition is a critical limiting factor which determines when exchange visits are conducted.
- Facilitators make sure that all members to arrive the host group on time. Remember that AESA session is used to be conducted early in the morning and if the visitors delay, they would miss essential part of the session.
- Follow the A/PFS session as planned by the Host A/PFS group so as not to interrupt the program and also to observe their regular performance. Visitors can use the tors delay; they would miss essential part of the session.to their A/PFS host farm.
- Introductions, Q & A or Experience sharing session need to be conducted either during the Today’s topic session or announcement time.
- Free discussion and exchanging ideas and comments on any knowledge or innovation may help other group members.
- There is need to hold a wrap up discussion after the visit probably the same day; or
- Conduct wraps up discussions on Exchange Visit and evaluate visited group and your group using Exchange Visit Report format. After finishing the evaluation, forward the

- report to the ANRO in monthly meeting
- Compile exchange visit Report

### Step 14: A/PFS graduation

A/PFS members with a good record of attendance (75% of sessions) can graduate for the specific activities completed during the A/ PFS learning cycle.

- The graduation is organized by the group and the facilitator and involves an official ceremony to which community members, (government) officials, program staff and neighboring communities are invited.
- Participants are awarded a certificate by the supporting agency/program to recognize their efforts and celebrate their achievements. At the same time, other community members will be attracted and the event marks the end of an official learning period.

#### Steps to organize A/PFS graduation:

- The facilitator should inform the graduating members the criteria for graduation at the beginning of A/PFS session;
- As a criterion of graduation, A/PFS members should average score of minima of 75% for knowledge and skill assessment;
- The graduation ceremony is usually organized by woredas office of agriculture, A/PFS facilitators and A/PFS members;
- The facilitator and woredas office of agriculture should plan ahead of time the date, the venue, the participants (including officials, farmers representatives) preparation of certificates, participants registration formats, and other required logistics;
- The facilitator should prepare and forward to the respective woreda office of agriculture the list of graduating A/PFS participants based on attendance, knowledge and skill assessments, participation in the learning process, adopting the practices to her/his own farm and action plan prepared.

**Role of a facilitator**

- The facilitator should inform the graduating members the criteria for graduation at the beginning of A/PFS session;
- Assists in planning and organizing A/PFS graduation event;
- Share list of graduating A/PFS participants based on attendance, knowledge and skill assessments

**Major criteria for A/PFS graduation**

- Attendance of A/PFS session (75%);
- Participation in the learning process;
- Knowledge and skill assessment score;
- Adopting practices to s/her farm;
- Action plan after graduation

- Woreda office of agriculture should invite officials to take part in the graduation event;
- The facilitator motivates the graduating members to share their presentations by using creative ways of information sharing techniques such as using posters, drawings, models, farm visits, photographs, role plays, etc.
- Participants are awarded certificates or additional incentives like in kind/cash by the Woreda Office of Agriculture, livestock and pastoralist office.
- After the graduation ceremony, they will be recognized as “ Agro pastoral/Pastoral experts on the study enterprise”

Table 7: Example of A/PFS graduation program

Time	Program	Responsible person
9:00-9:30	Registration	Organizers
9:30-9:40	Introducing the program	Facilitator
9:40-9:50	Opening speech	Woreda official
9:40- 11:30	Share- to- share	FFS groups
11:30-12:00	Refreshment	Private
12: 00-12:30	Feedback from participants	Participants
12:30-1:00	Awarding certificate	Guest of honor
1:00-1:20	Vote of thanks	Village Leaders
1:20-1:30	Way forward remarks	Guest of honor

### 3.3 A/PFS Post graduation Phase:

#### Step 15. Follow-up of A/PFS activities

- At the end of a learning cycle and after the graduation ceremony, the A/PFS normally continues. With help from the facilitator, the group evaluates the A/PFS and develops an action plan based on the evaluation of what has been learned and what the gaps are.
- In addition, new sessions (different topics or more in-depth learning of the specific topics), implementation of commercial activities, and linkages with researchers, extension workers and other A/PFS are planned.

#### Preparation of Action Plan

- The facilitator will hold a plenary discussion with A/PFS members and come up with a plan for the way forward after graduation and some proposal for action or study group initiation.
- Commitments by the participants are also important since the plan should be followed and implemented.

#### Establish/create A/PFS networks

- When there are several PFS in a region, A/PFS networks should be encouraged. Networking is a sustainable mechanism to support economic activities and support the development of existing and new A/PFS.

- It initiates commercial ventures in all affiliated A/PFS, facilitates fundraising and helps to coordinate marketing activities.

**Income generating activities**

- When the PFS groups have graduated it is not the end of learning. In order to enhance continuity in learning, PFS groups can engage in income generating activities to support the initiation of new PFS groups or support further learning through new focus enterprises that have been identified and deemed fit for the PFS group.
- The income generating activities can be directly derived from the focal enterprise or may be closely related to pastoral livelihood options. In order to enhance the growth of income generating activities within the PFS group it is essential to link the group to microfinance or credit institutions or even VICOBA groups. In this regard business skills and management becomes a vital element for the PFS groups in order to assist in the management of the income generating activities.

**Set up of second-generation A/PFS**

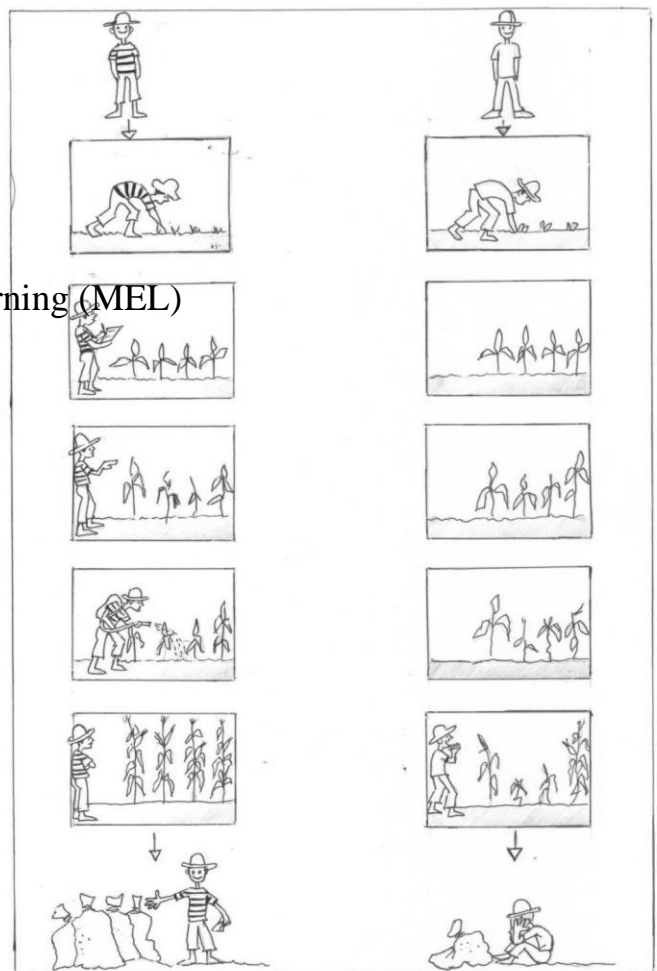
- The A/PFS facilitator and participating members identify a few A/PFS members willing to play the role of facilitator and who have the potential to be trained further.
- The individuals selected will start by assisting the current facilitator, and will

**Sep 16: Monitoring, Evaluation and Learning (MEL)**

learn the basics. When ready, he/she can thereafter conduct a A/PFS on his/her own in the same or a neighboring community.

- The so-called second-generation A/ PFS is backed up by the originally trained facilitator. The facilitator can oversee many second generation PFS groups, helping to scale up the methodology.

**Objective of MEL plan**



MEL is the regular collection of information and assessing the overall results and performance to determine the extent to which the implementation of A/PFS activities is being conducted according to the work plan.

### **Major objectives of MEL are to:**

- Keep the A/PFS learning on track
- Adapt to circumstances that may arise along the way
- Assure the quality of the process (Identify the strengths & weaknesses of the learning approaches / methodologies and
- Make better future plans

### **Main actors in A/PFSMEL**

- Facilitators and A/PFS group members have the primary responsibility for M & E. They have the responsibility for monitoring and evaluation of A/pastoralists performance as well as the performance of facilitators (both Das and community facilitators) throughout the learning process.
- The process engages relevant stakeholders who are actively involved in the A/PFS activities either as planner, participants, facilitators, implementers, and collaborators at all level (federal, regional/ zonal/local administration officials, woreda offices of agriculture and DAs). The collected information from M&E process will be used to improve the learning process of A/PFS.

### **Frequency of MEL in A/PFS**

- Monitoring is introduced from the beginning of A/PFS while evaluation could be conducted at the end of an A/PFS season, or mid-way, or at the end of an APFS program and involves all stakeholders.
- MEL should be conducted systematically and continuously throughout the project implementation process. Facilitators and A/PFS group members (A/PFS level) are the primary implementers of M & E.
- A/PFS group members have the primary responsibility for M & E the A/PFS's group performance as well as the facilitators' own performance throughout the A/PFS learning season & conduct meeting weekly.

**MEL in A/PFS**

**a) MEL of A/PFS activities**

It is vital to monitor A/PFS learning activities to ensure whether the expected change achieved or not. This will help to make the necessary connections, reflect on their program and to make the necessary improvements. Evaluation will be conducted on the performance of A/PFS, weekly sessions and comparative experiments.

**Monitoring of A/PFS learning activities**

**Monitoring Questions**

**Indicators**

Are members participating in learning?

- Attendance rate/drop-out rate

Activities?

- Number of A/PFS sessions held

- Number of AESAs carried out

Are members developing self-confidence and collaboration?

- Number of group dynamics per session

- Self-confidence among members to present in front of the group

- Number of poems and songs developed

How is the A/PFS facilitator performing?

- Participants' satisfaction at end of each PFS session

**Steps for monitoring and evaluation of A/PFS:**

- Each host team is asked to draw three glasses of water. One almost empty, one half full and other full.
- Explain to participants empty glass represents a low level of satisfaction, the half empty glass means that one is partially satisfied & the full glass represents full satisfaction.
- Ask each participants their feelings on the glass of water
- Ask participants to put their pieces of paper in a box next to their chosen glass
- The host team opens each box & counts how many votes are for each glass
- The facilitator can ask why do they prefer their choice of the glass

**b). Evaluating comparative experiments**

- The main objective of experimentation in A/PFS is to enhance farmers’ skills of observation, analysis and decision making. Learning how to evaluate each of the experimental treatments allows farmers to make well informed decision on new technologies.

**Steps for monitoring and evaluation of comparative experiment:**

- Ask participants the objective of the experiment
- Ask participants what do we need to measure which treatment is best
- The experiment indicators could be milk yield, resistance to disease availability of inputs technologies;
- The indicators identified need to be evaluated through experiments
- Facilitator need to ask participants to evaluate each of the treatments against each of the criteria
- The other option could be demonstrating how to conduct pairwise ranking
- The evaluation of the experiment should be done during AESA
- Each of the A/PFS groups need to keep adequate records of A/PFS

<b>Example: Experiment evaluation format</b>			
<b>Treatment</b>	<b>Germination</b>	<b>Yield</b>	<b>Etc.</b>
Sudan grass			
Rhodus grass			
Elephant grass			

**d). Evaluating A/PFS performance:**

- The performance of A/PFS will be conducted before and after commencing the weekly A/PFS sessions. The results of the evaluation will be used as a benchmark to compare the contribution of A/PFS in social, economic, natural and human aspects.
- The assessment could be conducted by ballot box test (pre and post) and by conducting baseline assessment by preparing simple assessment formats. In both cases the assessment should be conducted before and after conducting the A/PFS session.



<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Knowledge and skills</li> <li>• Change in income</li> <li>• Quality of life</li> <li>• Changes in productivity</li> <li>• Adoption of technology/practices</li> </ul>	<p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Ability to mobilize resources</li> <li>• Linkage with other institutions</li> <li>• Availability of income generating activities</li> <li>• Follow up action plans</li> <li>• Collective actions</li> </ul>
<p><b>Signs of empowerment</b></p> <ul style="list-style-type: none"> <li>• A/pastoralist confidence</li> <li>• A/pastoralist participation groups decision making</li> <li>• Active participation of all A/PFS members</li> <li>• Sense of innovativeness</li> <li>• Well-informed decision-making capacity</li> </ul>	<p><b>Group profile</b></p> <ul style="list-style-type: none"> <li>• Ideal membership 25-30</li> <li>• Common interest groups</li> <li>• Availability of Group norms</li> <li>• Gender composition</li> </ul>
<p><b>Learning process</b></p> <ul style="list-style-type: none"> <li>• Inclusiveness of learning curriculum</li> <li>• Selection process of Enterprises</li> <li>• Process of conducting Comparative experiments</li> <li>• Sessions on the topic of the day;</li> <li>• Process of taking AESA</li> <li>• Participation of A/PFS members</li> </ul>	<p><b>Documentation</b></p> <ul style="list-style-type: none"> <li>• A/PFS Membership</li> <li>• A/PFS members Registration</li> <li>• Host farm agreement</li> <li>• Goods purchased, donated and received</li> <li>• Reports</li> </ul>
<p><b>Group experimentation</b></p> <ul style="list-style-type: none"> <li>• Availability of host pastoralist agreement</li> <li>• Learning site</li> <li>• Demand driven enterprises</li> <li>• AESA carried out regularly</li> </ul>	<p><b>A/PFS facilitator</b></p> <ul style="list-style-type: none"> <li>• Trained in A/PFS methodology</li> <li>• Trained in facilitation and participatory techniques;</li> <li>• Facilitation not teaching process</li> <li>• Visual aids prepared</li> <li>• Session plans</li> <li>• Session evaluation feedback</li> </ul>
<p><b>Group follow up action plan</b></p> <ul style="list-style-type: none"> <li>• Clear objectives and goals of the group</li> <li>• Availability of follow up action plan</li> </ul>	

**Monitoring and Evaluation tools**



There are number of participatory monitoring and evaluation tools of A/PFS activities. Some of the monitoring evaluations tools are described below

- Ballot box test
- Focus group discussion
- Changes of success stories
- Evaluation wheel

In most cases the facilitator is responsible to coordinate the evaluation process. It is important to involve CBOs, woreda, zone, and region SMS.

Steps for conducting ballot box:

- The facilitator prepares each test by preparing a question?
- To answer the question, participants choose from three alternatives
- The questions could include samples of diseased crop, nitrogen deficiency, pests and others.
- Each question & the three answers are written on a card board.
- Each participant receives a piece of paper, one per question with a number linked to their name
- Example of writing the summary of the question & its answers

**M&E tool 1: ballot box test**

Ballot box test is a tool that helps to measure changes in A/PFS members changes.

It will be conducted during the first and last A/PFS sessions. The post test results are indicators of the progress made as a result of A/PFS.

**Materials**

About 10 questions indicating three multiple choices. Give 10 pieces of papers for each A/PFS participants

**Time:** it takes 4-5 hours and the boxes have to be prepared beforehand.

Ballot box questions/answer sheet			
Name of A/PFS _____			
Question	Answer A	Answer B	Answer C

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Ballot box score sheet					
No.	Name	Q1	Q2	Q3	Q4
	mohamed	✓	x	✓	✓
	fatuma	✓	✓	✓	✓

#### Part IV: Role of A/PFS Facilitator

At the core of A/PFS approach is hands-on group learning and each A/PFS needs a technically competent well- trained facilitator to lead members through the hands-on exercises towards success following the principles of A/PFS.

**Box 11: Major roles and responsibilities of A/PFS facilitator**

- have agricultural training of some kind, formal or informal, or have some level of advanced skills, knowledge and experience in

- It is essential that A/PFS facilitators
  - Have strong facilitation, participatory training and mentoring skills, and the right A/PFS mindset about Pastoralist Field School core activities. These core activities are comparative experiments, Pastoral-ecosystem analysis (PESA), Topic of the day (special topic), Group dynamic exercises and Participatory monitoring and evaluation (P,M & E).
  - Facilitator could be agricultural extension staff, DA's, community members. Usually, government extension staff and/or NGO staff are generally in charge of at least the first round of A/PFS in an area. Once local community facilitators have been trained and graduated, these staff take charge of backstopping and mentoring the facilitators.
  - The context of A/PFS implementation and the complexity of the A/PFS program, as well as the time available for implementation, will determine the capability of the facilitators to be used
- agriculture/livestock/fisheries;
  - be technically competent for the agro-eco system at hand;
  - be available to facilitate the A/PFS process;
  - be able to share experiences and connect well with other community members;
  - have good people skills and an aptitude for informal and participatory ways of working;
  - have at least some readings and writing skills;
  - speak the local language;
  - live in the local community;

### Resources:

1. Pastoralist Field Schools Training of Facilitators Manual. 2012. ECHO, EC and SDC funded interventions in the Horn of Africa. Food and Agriculture Organization of the United Nations, Rome and Farmer Field Schools Promotion Services, Nairobi.
2. K., Buyu, G., Romney, D. and Minjauw, B. (2006) Livestock Farmer Field Schools – Guidelines for Facilitation and Technical Manual. International Livestock Research Centre: Nairobi, Kenya;
3. JICA (2017). Implementation Guide for Farmer Field Schools (FFS. Project for Sustainable Natural Resource Management through FFS in the Rift Valley Area of Oromia Region.
4. FAO (2016). Farmer Guidance document. Planning for quality programs.

Annexes

Annex 1: TOF training outline

**Box 3: TOF training outline**

**1. Objective of the training**

The main objectives of the training of facilitators’ course include:

- Explain the basic concepts and principles of A/PA/PFS;
- Practice how to establish and run a A/PA/PFS group;
- Describe the core activities of A/PA/PFS;
- Practice how to facilitate A/PA/PFS sessions in an interactive way;
- Prepare action plan for putting into practice lesson learned in the training

**3. Trainers**

A minimum of two Master Trainers on A/PFS methodology are recommended to conduct the ToF for the duration of the training course. A A/PFS Master Trainer is a person with thorough experience and training on A/PFS methodology that has undergone a season-long Master Trainer training course on the A/PFS methodology. Technical specialists should be invited on need basis.

**2. Participants**

It is recommended to have a minimum of 15 and a maximum of 30 participants for each ToF training course in order to ensure maximum participation in practical activities. Majority of the participants of the ToF should be those who will serve as the actual A/PA/PFS facilitators charged with the full responsibility of facilitating the learning sessions. The facilitators those who live in the local community and committed to change the local area.

**4. Methodology**

The training will be facilitated by employing various interactive methods and the experiential learning cycle so that participants can effectively internalize it. A key strategy will be to stimulate reflections on what would be done in an actual A/PFS in the community setting as much as possible. The sharing of real examples from previous experiences is a vital contribution to the training. The facilitator’s focus shall be equipping the PFS members with skills and tools for facilitating learning by discovery.

### 5. Duration

The ToF can be conducted either continuously in one phase or divided into two phases. It takes ideally a minimum of two weeks. Daily sessions are programmed at 7 hours per day, with starting time and ending time dependent on local situation.

### 7. Field Visits

A minimum of three field visits during the course to ongoing A/PFS groups in the locality are recommended in order to equip the participants with hands on experience and for the participants to practice facilitating a PFS session. On the first visit, the participants will get exposed to the PFS overview. On the second visit, the participants will practice on establishing A-PFS groups, analyzing problem with the group, selecting learning enterprise, preparing learning calendar. During the third visit, participants should practice how to facilitate a A/PFS session.

### 6. Venue

The training venue should have suitable training facilities, flexibility in room layout, enough space for breakout groups and group exercises and farm/place for field practical. It should be easily accessed by the participants. The venue should also, if possible be located near existing PFS groups for hands on experience. On the day before the training starts, it is important to visit the room in order to check the layout and its cleanliness.

### 8. Evaluation

The trainees will be required evaluation performance test at their level and acquire certificate of competency to be qualified as trainers. Then, the certified DAs will then provide an intensive practical and theoretical bi-weekly season-long training for 3 hours on subjects covering on the enterprise cycle as identified as gaps and prioritized by members of the A/PFS.

Annex 2. A/PFS registration format

#### **A/PFS MEMBER RECORD FORM**

*(Information to be collected by the A/PFS facilitator, about each A/PFS member,*

at start and end of the A/PFS)

Region/woreda/kebele.....

Name of A/PFS .....

Name of A/ PFS member .....

Division ..... Location ..... Village .....

**PART I: A/PFS Member and Household information**

1	Sex of A/PFS member	<input type="checkbox"/> Male <input type="checkbox"/> Female
2	Age of A/PFS member	..... years
3	Marital status of A/PFS member	<input type="checkbox"/> married <input type="checkbox"/> never married <input type="checkbox"/> widowed <input type="checkbox"/> separated/divorced
4	Age of household head	..... years
5	Household size (persons living permanently in the household)	Adults (>18 years): Males ..... Females ..... Children (<18 years): .....
6	Religion	<input type="checkbox"/> Christian <input type="checkbox"/> Muslim <input type="checkbox"/> Hindu <input type="checkbox"/> other (specify) .....
7	Education level	<input type="checkbox"/> none <input type="checkbox"/> primary <input type="checkbox"/> secondary <input type="checkbox"/> tertiary (college, university) <input type="checkbox"/> non-formal
8	Number of school-aged children <u>not</u> going to school	.....
9	If not going to school give reason	<input type="checkbox"/> lack of school fees <input type="checkbox"/> health problems <input type="checkbox"/> due to workload <input type="checkbox"/> Other (specify).....
10	Tick the 3 major sources of household income	<input type="checkbox"/> employment <input type="checkbox"/> remittance <input type="checkbox"/> shop/business <input type="checkbox"/> farming (crop/livestock) <input type="checkbox"/> Casual labor <input type="checkbox"/> other (specify)..... <input type="checkbox"/> Other (specify).....
11	Membership to other groups (Tick all appropriate options)	<input type="checkbox"/> church <input type="checkbox"/> donor projects <input type="checkbox"/> self-help groups <input type="checkbox"/> merry go round (savings) <input type="checkbox"/> Other (specify).....
12	Total amount of land under livestock grazing.	Owned: .....acres Rented/borrowed: ..... acres Communal ----- acres
13	No. of animals: kept	Cattles:... Goat/sheep: ..... chicken.....



		Others (specify).....
14	Total amount of land under cultivation	.....acres
15	Involvement in any unique livestock enterprise and other farming practices (practice not common in the community)?	<input type="checkbox"/> yes <input type="checkbox"/> no  If yes, which practice.....

Annex 3. Host Farm Agreement

**The Host Pastoralist Farmer / livestock keeper Agreement**

This agreement is jointly entered between the PFS Group, and the pastoralist Host Farmer.

Mr/Mrs/Miss/Dr: \_\_\_\_\_ Referred to as the pastoralist Host Farmer / livestock keeper and the chairman of the group on behalf of the group.

Name of A/PFS group: .....

Registration Certificate No: .....

Region/woreda/kebele .....

According to this agreement,

The host pastoralist farmer / livestock keeper has agreed to a site(s) in his/her farm / homestead to be used for the implementation of A/PFS Livestock and Agriculture activities under the Support \_\_\_\_\_ of

..... after consultation among the group members and the facilitator.

This agreement has the following conditions,

- 1.1 The host farmer / livestock keeper shall allow group members free access to the agreed A/PFS site for the agreed period of .....
- 1.2 Activities / materials established in the Host Farm / homestead shall become the property of the host farmer / livestock keeper after the graduation of the group through agreement and consensus. In case of fodder / pasture, the host farmer / livestock keeper shall allow the group members to collect and share seeds.



- 1.3 Other crops harvested livestock products gotten during the A/PFS shall be used based on group members' consent.
- 1.4 All inputs provided in the A/PFS grant shall be used only for the A/PFS activities.

**Signed,**

<b>Host Farmer / Livestock keeper</b>		<b>On Behalf of the Group</b>	
Name	Sign	Name of Chair person	Sign
		Name of Secretary	Sign
Date		Date	

Witnessed by,

Name of Facilitator ..... Signature .....

Date.....

A/PFS officer .....signature.....Date.....



Annex 4. Required Materials

Issued by A/PFS Facilitator \_\_\_\_\_

Name of the A/PFS \_\_\_\_\_ Village \_\_\_\_\_ Sub Village \_\_\_\_\_

Please receive the following goods in good order and condition.

No	Item	Quantity
1.	Newsprint (Flip chart)	
2.	Felt Pens (Black, Blue, Green & Red)	
3.	Ruler (50cm)	
4.	Crayons (12 colours)	
5.	Counter book 2Q	
6.	Mark book	
7.	Receipt book	
8.	Spring file PVC	
9.	A4 loose leaf	
10.	Carbon paper	
11.	Envelope	
12.	Scotch tapes	
13.	Steel tape measure (5m)	
14.	Clothe Tape measure (1.5m)	
15.	Wall clocks	
16.	Battery Cell	
17.	Storage bags	
18.	Plastic sheet(14m)	
19.	Steel Tape measure (30m)	
20.	Clip	
21.	Wood board 60x80cm)	
22.	Pen	
23.	Group weekly report	

Date:.....

Facilitator's signature: .....



Annex 5. A/PFS Reporting Format

A/PFS Group Activity Weekly Report

No.....

Date		Name of the Group	
Name of A/PFS Facilitator		<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Name of IPs implementing officer		<input type="checkbox"/> Present	<input type="checkbox"/> Absent

Starting Time		Ending Time		No. of Members Present	F- M-
PESA/AESA and other activities					
Special Topic / Topic of the day				Relevance	100
				Level of understanding	100
				Satisfaction	100
Plan for Next week					
General Observations / Comments					

Annex 6: AESA Summary

Week / Date	PESA/AESA No.	Crop/enterprise stage	Major Insects observed (No. PESA/ AESA stations .....)		General PESA/AESA Observations	Management actions taken
			Pests	Natural enemies		
			1	1		
			2	2		
			3	3		

Annex 7: A/PFS MONTHLY REPORT

*(To be recorded/reported by the A/PFS facilitator monthly during A/PFS implementation)*



Monthly report for:                      Month .....                      Year.....

**General Information:**

Name of A/PFS ..... A/PFS Type:

Extension-led A/PFS

County / District..... Division..... Pastoralist-led A/PFS

Name of A/PFS facilitator.....

**Group learning:**

Week / Date	Attendance rates			Field practical activities undertaken	Special topic held		Group dynamic held	
	Male	Fem.	Total		Topic	By whom <sup>1</sup>	Type <sup>2</sup>	Lesson/topic

<sup>1</sup> regular facilitator / guest facilitator / researcher / group member / community member etc. <sup>2</sup> song / game / energizer / role play / poem etc.

Annex 8: Back stoppers report format

Name of FFS	Village	Membership	Male: .....
	Sub-Village		Female: .....
			Total: .....
Name(s) of Facilitator(s)	1:	2:	



Name of Back stopper	Position		District	
	Date		Signature	

Items to be checked	Observations tick either (✓)		Observed points and recommendations/ suggestions made to the group/facilitator by the back-stopper
	Yes/good	No/not good	
Group in general (Are they active? Interested?)			Number of sessions carried out: -----
Attendance of members (Check Register Book. Is it recorded properly?)	Attend. of the day		Attendance at the day visited (good in number? late? Punctual?)
	Recorded?		
Time Table (Existing, Are they followed, Flow of activities, properly Time keeping?)			
Learning Norms (Existing? How? Are they followed?)			



Learning site in general (Location, sitting facilities, comfortable? etc.)			
Stationary (Are they properly used? Lack or shortage? Need additional?)			
Items	Observations Yes / No		Observed points and recommendations
Sub-groups (Existing? Name? Motto? Number? Role? Are all members active?)			
The Host team (Existing? Responsibility? Active?)			
Facilitator/s (Mode of facilitation, advices, questioning, interaction? How?)			
Domination by few members? (Are all members participating?)			



Consideration to inactive members e.g. Women/illiterate?			
Enterprises How is host Farm Establishment? Progress so far?			
PTD (Host Farm) Well-established? Is it relevant? Well addressed to farmer's needs? Need to modify or change?			
AESA taking, Processing & Presentation (Stage of crops, AESA sheet)			No. of AESA up to date:
Topics of the Day Existing? Which topic covered? Was it relevant? Mode of presentation: (Teaching/Facilitating?)			
Items	Observations Yes / No		Observed points and recommendations
Group Dynamics (Which type? Level of Participation? Is the message			

clear? Is it relevant?)			
Record Keeping Existing? Which type of records? (AESA chart, farm inventory, nursery record, stock record)			
Weekly Report (Was it written properly? Is input and extension cost well calculated?)			
Level of Empowerment (Equity among members? Transparency? Full Participation? Confidence? Knowledge/ Techniques, etc.)			
Other Remarks:			



Annex 9: Group performance check items

1	Punctuality Starting Time	Good, Fair, Poor	2	Punctuality of Farmers	Good, Fair, Poor
3	Display of Timetable	Good, Fair, Poor	4	Sub groups	Good, Fair, Poor
5	Participation of Host Team	Good, Fair, Poor	6	Time Keeper	Good, Fair, Poor
7	Equal Participation in AESA Taking	Good, Fair, Poor	8	Appropriateness of AESA Measurement	Good, Fair, Poor
9	AESA Note Taking	Good, Fair, Poor	10	Time Allocation for AESA Taking	Good, Fair, Poor
11	Use of Color in AESA Preparation	Good, Fair, Poor	12	Equal Participation in AESA Processing	Good, Fair, Poor
13	Time Allocation for AESA Processing	Good, Fair, Poor	14	Use of Pointer	Good, Fair, Poor
15	Appropriateness of Today's Topic Maintenance of Stationary	Good, Fair, Poor	16	Use of Talk Ball Coherence of group (group Organization)	Good, Fair, Poor
17	Appropriateness of learning site	Good, Fair, Poor	18	Coherence of Group (Group Organization)	Good, Fair, Poor
19	Appropriateness of Learning Site	Good, Fair, Poor	20	Sitting Arrangement	Good, Fair, Poor
21	Closeness of Learning Site to PTD sites	Good, Fair, Poor	22	Attendance general till date	Good, Fair, Poor

23	Attendance at the Particular Day	Good, Fair, Poor	24	General Attendance until date	Good, Fair, Poor
25	Proper Roll Call Book Keeping	Good, Fair, Poor	26	How have the Norms Been followed?	Good, Fair, Poor

Annex 10: Facilitation Skill Check Item

27	Confidence in Facilitation	Good, Fair, Poor	28	Facilitation VS Teaching	Good, Fair, Poor
29	Tone of Voice	Good, Fair, Poor	30	Plainness of Language	Good, Fair, Poor
31	Facilitation Skills in Encouraging Equal Participation	Good, Fair, Poor	32	Sensitivity for Socially Vulnerable Groups	Good, Fair, Poor
33	Wrap up Skills after AESA Presentation	Good, Fair, Poor	34	Knowledge and preparation of Today's Topic	Good, Fair, Poor
35	NOT Taking Lead (Dominance)	Good, Fair, Poor	36	Neutrality in Facilitation	Good, Fair, Poor
37	Punctuality	Good, Fair, Poor	38	Use of Sub groups	Good, Fair, Poor
39	Use of Local Knowledge	Good, Fair, Poor	40	Flexibility	Good, Fair, Poor
41	Understanding of Enterprises	Good, Fair, Poor	42	Respects to Farmers	Good, Fair, Poor

Annex 11: Gender & Illiterate Consideration Check Item

43	<b>Attendance of Women Members</b>	<b>Good, Fair, Poor</b>	44	<b>Seating Position of Women Members</b>	<b>Good, Fair, Poor</b>
45	Women's participation in Sub Group Activity	Good, Fair, Poor	<b>46</b>	AESA Presentation by Women	Good, Fair, Poor
47	Women's participation in Discussion	Good, Fair, Poor	<b>48</b>	Women's Participation in Dynamics	Good, Fair, Poor
49	Overall Interest by Women Members	Good, Fair, Poor	<b>50</b>	Talk Ball to Women	Good, Fair, Poor
51	Equal rights and Responsibility between Men and Women	Good, Fair, Poor	<b>52</b>	Equal overload to Women	Good, Fair, Poor
53	Participation of Illiterates in Sub Group Activity	Good, Fair, Poor	<b>54</b>	Arrangement/Support for non-literate Members	Good, Fair, Poor

Annex 12: Empowerment Process Report

Group	.....	District	.....	Division	.....	Month	.....
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**a-Individual members change**

Examples of change	No.	Name	Changes Observed	Background/R emarks
• Participation in group activity improved	1			
• Became confident in presentation				
• Became less shy in front of others	2			
• Became more social to others				
• Become better in self-explanation	3			
• Tried new ideas by him/herself				
• Taught what he/she learnt to others				
• Realized own hidden talent	4			
• Became respected by others				
• Became disciplined				
• Attend to other functions	5			
• Started to go to a formal school/studying				
• Got employment				
• Got more income				
• Got more time to try other new things				
• More diversified farm/GA activities				

**b. Group change**

Examples of change	No.	Name	Changes Observed	Background/Remarks
<ul style="list-style-type: none"> <li>• New bylaw/reinforced existing bylaw</li> </ul>	1			
<ul style="list-style-type: none"> <li>• Time management improved</li> </ul>				
<ul style="list-style-type: none"> <li>• More cohesive</li> </ul>	2			
<ul style="list-style-type: none"> <li>• Full participation by all members</li> </ul>				
<ul style="list-style-type: none"> <li>• More participation indecision making</li> </ul>	3			
<ul style="list-style-type: none"> <li>• Less dominance of group officials</li> </ul>				
<ul style="list-style-type: none"> <li>• Improved leadership skill</li> </ul>				
<ul style="list-style-type: none"> <li>• Started new group activities/GAs</li> </ul>	4			
<ul style="list-style-type: none"> <li>• Increase of group fund</li> </ul>				
<ul style="list-style-type: none"> <li>• Applied/Acquired fund/assistance</li> </ul>				
<ul style="list-style-type: none"> <li>• More transparent in fund management</li> </ul>	5			
<ul style="list-style-type: none"> <li>• Group fund accounting improved</li> </ul>				
<ul style="list-style-type: none"> <li>• Less disparity among the members</li> </ul>				
<ul style="list-style-type: none"> <li>• Participated in community events</li> </ul>				
<ul style="list-style-type: none"> <li>• Became popular with the neighbors</li> </ul>				
<ul style="list-style-type: none"> <li>• Increase of members</li> </ul>				
<ul style="list-style-type: none"> <li>• Related to the formation of new group</li> </ul>				

Note & Report when the changes were observed



