FARMERS FIELD SCHOOL METHODOLOGY

TRAINING OF TRAINERS MANUAL

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FIRST EDITION

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FORWARD

In any programme, company or activity to be undertaken, there is a need for all key players to gain a common vision and have relevant technical tools in place for the tasks at hand. In the private sector, studies show that up to one year of close apprentice like training is used when establishing new offices or factories. The case of agricultural programmes is not significantly different.

Farmer Field Schools represent a significant step forward in agricultural education and extension. Traditional top-down technology transfer systems have a role in some aspects of agriculture development but human capacity building required for creation of independent commercialized farmers and farmer organizations needs new approaches. Farmer field schools still provide specific technical skills but also organizational skills and practice, analytical skills and practice, and basic group assets such as trust and confidence required for joint enterprises.

Training of trainers is a cost-effective way to introduce new approaches that require new skills to trainers, facilitators and institution but leads to a common vision and common methodology for moving into new areas of extension and education. The vision inherent in farmer field schools is that trainers work along side farmers as advisors and facilitators, encouraging independence, analysis and organization. The farmer field school methods promote exploration, discovery and adaptation under local conditions. The "right way" means not only building on good science and technological methods, but also fitting into local ecological, social, economic and historical contexts. Finding the "right way" means that all stakeholders need to participate and gain ownership of the process.

This **Farmer Field School Methodology: Training of Trainers Manual** provides guidance for running training of trainers and bring agricultural extension staff, NGO staff and able farmers up to the point of being good farmer field school facilitators. It continues the tradition of teaching, as the facilitators will teach – focusing on methods that are practical and readily replicable.

The author, Mr. Godrick Khisa, has been one of the most innovative field programme developers since studying Asian farmer field schools in the Philippines almost 10 years ago. The innovations coming from his programmes include cost-effective training of trainers, commercial plots in field schools allowing self-financing and financial independence of groups, transference of field schools to a large number of topics such as water and soil conservation, commercial cassava planting material development, livestock and others as well as new impact survey methods. It is hoped that such innovations will continue to be generated by the graduates of the courses that use this manual!

<div align="right">

Congratulations,
Kevin Gallagher
FAO Rome

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LIST OF ABBREVIATIONS USED IN THIS MANUAL

AESA   Agro-Ecosystem Analysis

DAO   District Agricultural Officer

DO   District Officer

FAO   Food and Agriculture Organization of United Nations

FFS   Farmers Field School

FAOR   FAO Country Representative

IFAD   International Fund For Agricultural Development

ILRI   International Livestock Research Institute

IPM   Integrated Pest Management

IPPM   Integrated Production and Pest Management

NGO   Non Governmental Organization

NFE   Non formal Education

PTD   Participatory Technology Development

SPFS   Special Programme For Food security

TOT   Training of Trainers

UNDP   United Nations Development Programme

ACKNOWLEDGEMENT

CONTENTS

PART IV CROSS CUTTING TOPICS…………………………….. 35

PART V EXAMPLES OF GROUP DYNAMIC EXERCISES………... 65

PART I

CLIMATE SETTING AND TOT ORGANIZATION

1.1 PARTICIPATORY INTRODUCTION OF THE PARTICIPANTS

The objective of this session is mainly three fold;
- For participants to know each other
- To help participants relax
- To encourage openness and start developing team spirit

Any Participatory method can be used to conduct this session.

One example is to ask participants to pair up and introduce each other in turns. Each participant is required to pick on a partner he has not known before. Guide questions are then given by the facilitator and each participants interviews the other

Another example is to ask participants to:
1. Form groups of 3 people, who do not know each other
2. Create one joint, creative poster, stating
   - Who you are and where your roots are
   - What you are really proud of in your personal and professional life
   - What you always wanted to do, but so far never had the chance to do (Your dream)
3. Present your poster to the rest of the group as a team (A presents B, B-C, & C-A) in less than 3 minutes.

1.2 FACILITATION PRINCIPLES AND METHOD

This session is mainly to introduce the facilitation principles and method that are going to be used in the training. Key facilitation principles and methods used are:

Core Value:
- Inclusiveness
- Ownership by participants
- Adaptive learning and management
- Integrity (Not taking sides)
- Open dialogue
- Informality/relaxed atmosphere
- Any contribution appreciated
- Transparency

Methods:
- Visualization
- Small and big group discussions
- Informal and structured discussions
- Field exercises
- Group dynamics
- Field Visits

1.3 GROUPING

Participants in the TOT learn in Sub-groups just as is done in FFS so participants have to be split into groups. The number of groups formed depends on the total number of participants. 4-6 groups are recommended as ideal. This Grouping of participants is done randomly. Each group then chooses a leader, name and slogan. Each time when presenting their output in the plenary each group calls out its slogan and the rest of the group responds.

Example:

Group	No. of Members	Name	Slogan	Team leader
1	6	Elgon	Kilimo Bora	Peter
2	6	Bidii	Kwa Wote	John
3	6	Mavuno	Kenya Nzima	Samuel
4	6	Mapato	Nguvu kwa Mkulima	Tom
5	6	Maendeleo	Mkulima kwanza	Daniel

1.4 LEVELING OF EXPECTATIONS

This session is used to level the expectation of participants. This can be done individually or in a group. The following guide questions are given to each group or individual
❑ What are the expectation of the participants from the course
❑ What are the expectation of the participants from the facilitators
❑ What are the expectations of the facilitators from the participants

Thereafter the output is presented to the plenary and the host team summarizes the output onto flipchart paper, which is pinned on the wall. The participants will use this to monitor if their expectations are being met.

Example

1.4.1 Expectations of participants from the course

❑ Understand well the concept of FFS and have skills to utilize it.
❑ Learn new technologies
❑ How to identify farmers and build groups
❑ Incorporate new technologies of FFS according to local conditions
❑ Group dynamics
❑ Good graduation
❑ Have a certificate of Participation.

1.4.2 Expectation of the group from Facilitators (Trainers)

❑ Good communication and coordination
❑ Know the topics and give handouts

- ❑ Participatory approach
- ❑ Interact with participants
- ❑ Teach the experiences about the FFS, Success and failure
- ❑ Effective costs and sustainability of FFS

1.4.3 Expectation of facilitator from participants

- ❑ Commitment
- ❑ Cooperation
- ❑ Respect of opinions
- ❑ Sharing of experience

1.5   SETTING OF LEARNING NORMS

Laying down rules and regulations during the entire training period. Since participants come from different sites and are to be together for some time it is important to set own rules that govern their stay. The objectives of learning norms are;
- ❑ To create order
- ❑ To avoid unnecessary interruptions
- ❑ To create a good learning environment

Procedure:
- ❑ Each participant/group to write down on a small piece of paper what rules/regulations they would like to govern their stay
- ❑ The whole group then discuss and agree on the rules/regulation
- ❑ The rules/regulations are then compiled and pinned on the wall for everyone to note.

Examples of norms set by the participants:
- ❑ Respect the time
- ❑ Switch off or keep the mobile phones in silence mode
- ❑ Speak one at a time
- ❑ Active participation
- ❑ Active concentration
- ❑ Be tolerant (Patient with others)
- ❑ Pray or sing before starting with activities
- ❑ In case of absence always inform
- ❑ Make a summary (always) of the previous lesson
- ❑ Do physical exercises
- ❑ Avoid unnecessary movements during session
- ❑ No smoking or drinking in class
- ❑ Group work should be taken serious
- ❑ Punctuality should be observed at all time

1.6   HOST TEAM AND FUNCTIONS OF HOST TEAM

The host team is the sub-group responsible for the activities on a given learning day. Each group is responsible for managing the days activity and this is done on rotational basis such that if group 1 is the host today, group2 will host tomorrow and so on. In this way all participants in the TOT share the responsibilities during the training.

Functions of host team are:

- Facilitate the whole week/day(s) activities
- Prepare the opening program and schedule of activities
- Arrange the training venue
- Keep the training hall and premises clean
- Provide the energizer/ice-breakers
- Introduce the resource person/guest speaker
- Check the weekly attendance of the FFS Participants
- Serve as the time keeper
- Distribute the reading materials and others
- Assist the Facilitator or reporter in the reporting and discussion
- Do other functions assigned by Facilitator

PART II

APPROACH AND PRINCIPLES

2.0 HISTORICAL BACKGROUND

The FFS approach was developed by an FAO project in South East Asia as a way for small-scale rice farmers to investigate, and learn, for themselves the skills required for, and benefits to be obtained from, adopting on practices in their paddy fields.

The term "Farmers' Field School" comes from the Indonesian Sekolah Lampangan meaning simply "field school". The first Field Schools were established in 1989 in Central Java during the pilot phase of the FAO-assisted National IPM Programme. This Programme was prompted by the devastating insecticide-induced outbreaks of brown plant hoppers (Nilaparvata lugens) that are estimated to have in 1986 destroyed 20,000 hectares of rice in Java alone. The Government of Indonesia's response was to launch an emergency training project aimed at providing 120,000 farmers with field training in IPM, focused mainly on recording on reducing the application of the pesticides that were destroying the natural insect predators of the brown plant hopper.

The technicalities of rice IPM were refined in 1986 and 1987 and a core curriculum for, training farmers was developed in 1988 when the National IPM Programme was launched. It was based not on instructing farmers what to do but on empowering them through education to handle there own on-farm decisions, using experiential learning techniques developed for non-formal adult education purposes.

Since then, the approach has been replicated in a variety of settings beyond IPM. The FARM Programme (FAO/UNDP), for example, has sought to adapt the FFS approach to tackle problems related to integrated Soil Fertility Management in the Philippines, Vietnam and China. The IFAD/FAO programme in East Africa has adapted the approach for Integrated Production and pest Management (IPPM) and poultry production. The Livestock farmers field school programme by ILRI in Kenya has adapted the approach to dairy production etc.

After Asia the FFS approach has been extended to several countries in Africa and Latin American. At the same time there has been a shift from a focus on a single constraint of a single crop (IPM for rice based systems) to an emphasis on the multiple aspects of crop production and management, to cropping systems, to non crop/forest (livestock production etc) to natural resource management (Soil fertility, water conservation etc) to Socio-cultural dimensions of community life (food security &nutrition, savings, health, HIV/AIDS, literacy training, livelihoods etc).

African countries implementing the approach are among others Kenya, Uganda, Tanzania, Zimbabwe, Zambia, Malawi, Ethiopia, Ghana, Nigeria, Gambia, Egypt, Lesotho, Swaziland and Mozambique.

2.1 APPROACH AND CONCEPT

2.1.1 What is a Farmer Field School?

Farmer field schools (FFS) is described as a Platform and "School without walls" for improving decision making capacity of farming communities and stimulating local innovation for sustainable agriculture.

It is a participatory approach to extension, whereby farmers are given opportunity to make a choice in the methods of production through discovery based approach.

A Field School is a Group Extension Method based on adult education methods. It is a "school without walls" that teaches basic agro-ecology and management skills that make farmers experts in their own farms.

It is composed of groups of farmers who meet regularly during the course of the growing seasons to experiment as a group with new production options. Typically FFS groups have 25-30 farmers. After the training period, farmers continue to meet and share information, with less contact with extensionist.

FFS aims to increase the capacity of groups of farmers to test new technologies in their own fields, assess results and their relevance to their particular circumstances, and interact on a more demand driven basis with the researchers and extensionists looking to these for help where they are unable to solve a specific problem amongst themselves.

In summary therefore a Farmer Field School (FFS) is a forum where farmers and trainers debate observations, apply their previous experiences and present new information from outside the community. The results of the meetings are management decisions on what action to take. Thus FFS as an extension methodology is a dynamic process that is practiced and controlled by the farmers to transform their observations to create a more scientific understanding of the crop / livestock agro-ecosystem. A field school therefore is a process and not a goal.

2.1.2 Objectives of Field Schools

Broad Objectives

To bring farmers together to carry out collective and collaborative inquiry with the purpose of initiating community action in solving community problems

Specific Objectives

1. To empower farmers with knowledge and skills to Make them experts in there own fields.
2. To sharpen the farmers ability to make critical and informed decisions that render their farming profitable and sustainable.
3. To sensitize farmers in new ways of thinking and problem solving
4. Help farmers learn how to organize themselves and their communities.

FFS also contribute to the following objective;

1. Shorten the time it takes to get research results from the stations to adoption in farmers' field by involving farmers experimentation early in the technology development process.

2. Enhance the capacity of extension staff, working in collaboration with researchers, to serve as facilitators of farmers' experiential learning. Rather than prescribing blanket recommendation that cover a wide geographic area but may not be relevant to all farms within it, the methods train extensionist and researchers to work with farmers in testing, assessing and adapting a variety of options within their specific local conditions.

3. Increase the expertise of farmers to make informed decisions on what works best for them, based on their own observations of experimental plots in their Field schools and to explain their reasoning. No matter how good the researchers and extensions, recommendations must be tailored and adapted to local conditions, for which local expertise and involvement is required that only farmers themselves can supply.

4. Establish coherent farmer groups that facilitate the work of research and extension workers, providing the demand of a demand driven system.

2.1.3 Principles of Farmer Field Schools

In the field school, emphasis is laid on growing crops or raising livestock with the least disruption on the agro-ecosystem.

The training methodology is based on learning by doing, through discovery, comparison and a non-hierarchical relationship among the learners and trainers and is carried out almost entirely in the field**.**

The four major principles within the FFS process are:

a) Grow a healthy crop
b) Observe fields regularly
c) Conserve natural enemies of crop pests
d) Farmers understand ecology and become experts in their own field

2.1.4 Characteristics of the Farmer Field School Approach

Farmers as Experts. Farmers 'learn-by-doing' i.e. they carry out for themselves the various activities related to the particular farming/forestry practice they want to study and learn about. This could be related to annual crops, or livestock/fodder production. The key thing is that farmers conduct their own field studies. Their training is based on comparison studies (of different treatments) and field studies that they, not the extension/research staff conduct. In so doing they become experts on the particular practice they are investigating.

The Field is the Learning Place. All learning is based in the field. The maize field, banana plantation, or grazing area is where farmers learn. Working in small subgroups they collect data in the field, analyze the data, make action decisions based on they analyses of the data, and present their decisions to the other farmers in the field school for discussion, questioning and refinement.

Extension Workers as Facilitators Not Teachers. The role of the extension worker is very much that of a facilitator rather than a conventional teacher. Once the farmers know what it is they have to do, and what it is that they can observe in he field, the extension worker takes a back seat role, only offering help and guidance when asked to do so.
Presentations during group meetings are the work of the farmers not the extension worker, with the members of each working group assuming responsibility for presenting their findings in turn to their fellow farmers. The extension worker may take part in the subsequent discussion sessions but as a contributor, rather than leaders, in arriving at an agreed consensus on what action needs to be taken at that time.

Scientists/Subject Matter Specialists Work With Rather than Lecture Farmers: The role of scientists and subject matter specialists is to provide backstopping support to the members of the FFS and in so doing to learn to work in a consultative capacity with farmers. Instead of lecturing farmers their role is that of colleagues and advisers who can be consulted for advice on solving specific problems, and who can serve as a source of new ideas and/or information on locally unknown technologies.

The Curriculum is integrated. The curriculum is integrated. Crop husbandry, animal husbandry, horticulture, land husbandry are considered together with ecology, economics, sociology and education to form a holistic approach. Problems confronted in the field are the integrating principle.

Training Follows the Seasonal Cycle. Training is related to the seasonal cycle of the practice being investigated. For annual crops this would extend from land preparation to harvesting. For fodder production would include the dry season to evaluate the quantity and quality at a time of year when livestock feeds are commonly in short supply. For tree production, and conservation measures such as hedgerows and grass strips, training would need to continue over several years for farmers to see for themselves the full range of costs and benefits.

Regular Group Meetings. Farmers meet at agreed regular intervals. For annual crops such meetings may be every 1 or 2 weeks during the cropping season. For other farm/forestry management practices the time between each meeting would depend on what specific activities need to be done, or be related to critical periods of the year when there are key issues to observe and discuss in the field.

Learning Materials are Learner Generated. Farmers generate their own learning materials, from drawings of what they observe, to the field trials themselves. These materials are always consistent with local conditions, are less expensive to develop, are controlled by the learners and can thus be discussed by the learners with others. Learners know the meaning of the materials because they have created the materials.

Even illiterate farmers can prepare and fuse simple diagrams to illustrate the points they want to make.

Group Dynamics/Team Building. Training includes communication skills building, problem solving, leadership and discussion methods. Farmers require these skills. Successful activities at the community level require that farmers can apply effective leadership skills and have the ability to communicate their findings to others.

Farmer Field Schools are conducted for the purpose of creating a learning environment in which farmers can master and apply specific land management skills. The emphasis is on empowering farmers to implement their own decisions in their own fields.

2.1.5 Comparison between FFS and conventional T&V

Table 1. Comparison between FFS and conventional T&V Com

PARAMETER	FARMER FIELD SCHOOL	CONVENTIONAL T & V
1. Learning method	By doing, experimenting, participating, discovering	By listening (Element of experimenting and discovering still absent)
2. Training venue	Subject of learning (field, crop, animal etc)	Training shade or tree
3. Duration	Complete study (Season long cycle)	One or two sessions
4. Extension Agent and their role	Trained expert. Spends most of their time assisting farmers convince themselves about a given technology	Jack of all trades. Spends most of their time trying to convince farmers
5. Farmer and his/her role	Participator, Contributor, Decision-maker. *Assumption- farmer is a cup of tea full of knowledge but needs steering.*	Listener. Management decisions usually prescribed. *Assumption- farmer is an empty cup of tea that needs to be filled.*
6. Qualification to participate	None discriminatory	Need to be able to write with some intensive programmes (Master farmer training)
7. Programme Planning	Done and agreed upon by/with farmers. Extension agent commits themselves	Office work. Extension commitment not quaranteed
8. Evaluation and adoption	Together with farmers. Adoption is the choice of the farmer.	Office. Usually persuasion/force

2.2 STEPS IN CONDUCTING FFS (CLASSICALL APPROACH)

There are 8 key classical steps in conducting FFS

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                                          ⤶   │ 8. Follow up by facilitators │
                                      ┌──────────────────────────┬───────────┘
                                  ⤶   │ 7.  Farmer run FFS        │
                              ┌──────────────────────┬───────────┘
                          ⤶   │ 6. Graduations       │
                      ┌──────────────────┬───────────┘
                  ⤶   │ 5. Field days    │
              ┌──────────────────┬───────┘
          ⤶   │ 4. Evaluating PTDs│
      ┌──────────────────────────┬┘
  ⤶   │ 3. Establishment and running of FFS │
 ┌────────────────────────┬──────────────────┘
⤶│ 2.  Training of Facilitators │
 ├──────────────────────────────────────┐
 │ 1. Groundworking activities          │
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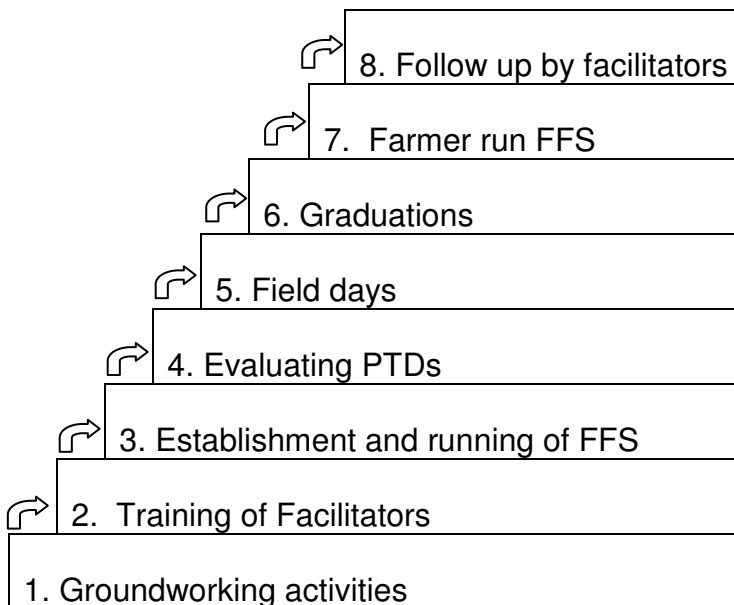
1. Conduct Groundworking activities
   - Identify focus enterprises
   - Identify priority problems
   - Identify solutions to identified problems
   - Establish farmers' practices
   - Identify field school participants
   - Identify field school sites

2. Training of Facilitators on:
   - Crop/livestock production and protection technologies
   - Field guides on how to effectively deliver crop/livestock production and protection topics using non-formal education methods (NFE)
   - Participatory technology development (PTD) with emphasis on the approaches and developing guidelines on conducting PTD
   - Non-formal education methods with emphasis on what, when and how to use NFE in FFS
   - Group dynamics
   - Special topics to be addressed at every stage of training.

3. Establishment and Running FFS
   With the guidance of facilitators, the group meets regularly throughout the season, and
   - Carries out experiments and field trials related to the selected enterprise.
   - Implement PTDs (Test and Validate)
   - Conduct AESA and Morphology and collect data
   - Process and present the data
   - Group dynamics

- Special topics

4. Evaluating PTDs
   - Analyse collected data
   - Interpret
   - Economic analysis
   - Presentation

5. Field days
   - During the period of running the FFS, field days are Organized where the rest of the farming community is invited to share what the group has learned in the FFS.
   - 1or 2 per season
   - Farmers themselves facilitate during this day

6. Graduations
   - This activity marks the end of the season long FFS. The farmers, facilitators and the coordinating office usually organize it.
   - Farmers are awarded certificates

7. Farmer run FFS
   - FFS farmer graduates now have the knowledge and confidence to run their own FFS.

8. Follow up by facilitators
   - Occasionally the core facilitators will follow-up on schools that have graduated preferably on monthly basis. The core facilitators also backstop on-going farmer run FFS.

2.3   ORGANIZATION AND MANAGEMENT OF FARMERS FIELD SCHOOL

2.3.1 Project conditions

Project Management

- Provision and training of facilitators

Facilitators

- Accept farmers as equal partners
- Familiarity with the concept &Procedure
- Desired technical skills
- Facilitation skills
- Communication skills

Farmers: Play the following roles

- Resource Commitment
- Voluntary provision of FFS Site
- Provision of input(Labour)
- Organization structure and governing rules

2.3.2 Conditions of successful FFS

- Well trained facilitators
- Well defined priority problem
- Organized community that is dedicated/committed and willing
- Clear understanding of the concept and procedure by all stakeholders
- Support and goodwill of the authorities at various levels
- Availability of appropriate technology
- Adequate resources and logical support
- Proper identification of site/area
- Proper identification and selection of participants
- Flexible and dynamic farmer group that is well Organized and structured
- Farmers with common interest
- Proper and quaranteed supervision, monitoring and evaluation of the activities.

2.3.3 Ground working

A collective term for all activities carried out in an area with a view of preparing/paving way for introduction of FFS activities.
Note: the activities should begin a season before or atleast a month prior to a planned FFS.

Objectives

Broad:
To determine the actual needs of the area which will be the basis for developing an FFS programme

Specific
- Determine level of technology
- Collect information on the ecology of the area
- Identify existing technology which are not yet fully utilized
- Mobilize the community to volunteer to participate in the FFS.

Guidelines/steps in ground working

1. Brief the local Extension officer.

Purpose:
- Support to the programme
- Provide them with information about the programme
- Avail the assisting staff.

2. Brief the local government office.

- ❑ Brief them about the programme
- ❑ Enlist their support
- ❑ Who is going to be involved in the programme

3. Have dialogue with local leaders and leader of farmer's organization.
4. Discuss with farmers e.g. through farmer meetings and locality
5. Identify the site
6. Request farmers to volunteer to be members of the FFS

2.3.4 Selection of participants

Criteria:

1. Active and practicing farmer
2. Willingness to participate (Volunteer)
3. Ready to work in a group
4. Socially acceptable
5. Must have good relationship with others
6. Willing to learn for their own development
7. Farmers must have a common interest.
8. Must come from same locality (area)
9. Willing to follow the norms set by the group
10. Must be willing to share experiences

2.3.5 Criteria for site selection

1. Accessible
2. Suitable for the particular activities to be done.
3. Within or next to the community
4. Should be acceptable to all the farmers. (Every member of the group have to agree about it)
5. Should be centrally located among the farmers
6. Should have a data processing site
7. Security

2.3.6 Participant grouping and class

- ❑ All learning is done in sub-group
- ❑ Each group is responsible for a treatment or a series of treatments for comparison studies
- ❑ Treatments are at the learning site.
- ❑ There are no replications in the same school.
- ❑ Each group plays host on the day of FFS activities.
- ❑ Each sub-group has officials therefore FFS has several leaders at different levels.

2.3.7 FFS curriculum

Activities to be undertaken during the learning period. The FFS are based on a solid tested curriculum, which covers the entire crop/livestock cycle. The field guides, study fields plus a collection of group dynamic exercises provide the basis for the field school curriculum. These materials are used according to their appropriateness.

Training in the farmer field school is experiential and discovery based. The training activities are designed to have participants learn by doing. Most of the training time is spent in the field. Exchange of information and generation of knowledge is facilitated through sharing observations, brainstorming and long discussions.

A corner stone of the FFS methodology is agro-ecosystems analysis (AESA) which is the establishment by observation of the interaction between a crop/Livestock and other biotic and abiotic factors co-existing in the field. This involves regular (usually weekly) observations of the crop. Participants work in sub groups of 4 or 5, and learn how to make and record detailed observations including:

- Growth stage of the crop
- Insect pest and beneficial numbers and weeds and disease levels.
- Weeds and disease levels
- Weather conditions
- Soil condition
- Overall plant health.

The farmers then take management decisions based on these observations. An important aspect of FFS is helping and encouraging farmers conduct their own experiments, to test out ecological crop management methods.

There are no standard recommendations or packages of technology offered. Farmer groups collectively decide which methods or aspects of crop management should be studied, and undertake action based on their own findings. In this way, farmers become active learners and independent decision-makers through a process of learning by doing.

These together with a group dynamic activity and a special topic, which concerns what is happening in the field, form the core of the field school curriculum.

FFS day is divided into: -
- AESA and its relevance to growth stage
- Group dynamic activity
- Special topic related to specific village level conditions or problems

2.3.8 Field school schedule

FFS meet for half a day on the prescribed days
A typical day is divided into
- Prayers
- Roll call

❑ Review of previous activities
❑ Briefing on days activities
❑ AESA processing and presentation to larger groups by sub groups for decision making.
❑ Group dynamic activity in small or large groups
❑ Special topic activity
❑ Review of day's activities
❑ Planning for next session
❑ Announcements
❑ Roll-call
❑ Closing prayers.

2.3.9 Group Dynamics

These are a variety of team building exercises employed during the training. There are many games and exercises that can be used to enhance group dynamics. The principal emphasis is on creating an environment in which individuals and the group feel free to experience, reflect and change. In particular games and exercises are valuable for;
• Relaxing the participants
• Illustrating a lesson
• Rejuvenating the group
• Making people alert
• Stimulating the flow of communication between strangers
• Bringing private expectations and group reality closer
• Encouraging everyone to participate and learn
• Rounding off or introducing a session
• Developing new skills
• Exposing participants to new ways of judging their own actions, particularly in relation to the impact on group work
• Developing participants into a closer knit team
• Establishing a learning climate that is enjoyable as well as fruitful.
• Helping participant's experience what can be accomplished by working together as a team.

When to use (employ) them
❑ To rejuvenate the group/team
❑ As energizer
❑ To internalize concepts and lessons
❑ In conflict resolutions

This method is a suitable way for participants to learn the effects of their behaviour on other peoples and other people's behaviour on them.

Comments:
Problems may arise if what the participants learn about himself is distasteful to him. It is important that problems are shared-problem and not particular individual problem.
Note: For a group dynamic to be useful, it must be appropriate for the issue being addressed.

2.4   FFS FIELD GUIDE

Importance:
- To help us carry out the activities smoothly within time
- To put each activity in perspective
- To ensure that farmers understand the objective of each activity
- To ensure that everyone knows their role
- For facilitator to prepare to handle any topic
- To ensure all necessary materials are available

Table 2: Example of FFS Field Guide

Time	Activity	Objectives	Materials	Responsible persons
8.00 – 8.05am	Prayer	To commit the days activity to the Lord	Bible	Host team
8.05 –8.10am	Roll call, brief & Recap	Know who is present. To remind ourselves of previous activities	Register Previous AESA	Host team
8.10 – 9.00am	Field monitoring AESA	To check the progress of our enterprise by collecting data	Books, pens, ruler pencils and weighing balance.	All
9.00 – 10.00am	Processing of AESA and presentation	To synthesize, analyse the data and present it to the larger groups for collective decisions on what management action to take.	Flip charts, books, feltpens, board crayons ruler and masking tape	Facilitator host team.
10.00 – 10.30am	Group dynamics	- to energize (revitalize) the group - to enhance participation - to educate on group activities		Host team/facilitator
10.30 – 11.30am	Special topic	To input on a special topic which will widen their scope of knowledge/skills.	Books, pens, pencils.	Facilitator
11.30 – 11.40am	Review of the days activities	To evaluate our achievements	AESA materials	Facilitator
11.40 – 11.50am	Planning for next session	To prepare adequately	Flip charts, felt pens	Host team
11.50 – 11.55am	Roll call Announcements	To note the late comers, absentees	Register	Host team
11.55 – 12.00noon	Prayer	Thank God for the day	Bible	Host team

2.5. FIELD DAYS

Given that the FFS participants are usually a small group of 25 – 30 farmers, the need to share with other members of the community arises. During the period of visiting the FFS field days are organized, utmost two. Sometimes combined with graduation. Key aspect is that farmers themselves facilitate during the field days.

What is a Field Day?

An Occasion when farmers and facilitator show other people or the community what they have learned and the results from their PTD activities.

When is it best to hold it.

When there is still a standing crop, nearing maturity
Sometimes combined with graduation (If two)

List activities carried out during the field day

FFS perspective
1. Assembling of field day attendants
2. Registration
3. Objectives of both the group and FFS
4. Problems being addressed by FFS
5. Layout
6. Visitations to various plots/stations
7. Gathering
   • prayer
   • introduction
   • folk media
   • farmer impressions
   • speeches
   • guest of honour
   • disperse
Facilitators for the day are the farmer participants.

2.6. GRADUATION

• This activity marks the end of the session with FFS
• The farmers, facilitators and the co-ordinating office usually organize it.
• The occasion is used to recognize the time put in the FFS by the farmers and facilitators.
• It is also a forum to pass on the lessons learnt at the FFS to the public, administrators, and create interest to more farmers to join the next planned FFS in the locality.
• The harvest results of field PTDs are displayed, FFS participants dramatize (using folk media), all lessons learnt at the FFS.
• Certificates are awarded to participants of FFS.

PART III

KEY CONCEPTS AND TECHNIQUES USED IN FFS

3.1   ECOSYSTEM

3.1.1 Definition:

Entails both living and non-living things found in an area and the environment they are in.

Learning objectives:

- Facilitate learning by discovery in the FFS
- To guide farmers to critically analyze and make better decisions on their field problems

Components of an ecosystem

- Living
- Non-living and the
- Physical environment

3.1.2 Field activity

In this activity we will practice identifying the functions of the organisms found in the ecosystem and how they interact with each other.

Learning Objectives

- To build awareness of the relationships that exists between so many of the living and non-living things that are found in our environment.
- To appreciate that if one thing in this network of interaction is changed, it can influence all of the components of the ecosystem.
- To become more aware of the things and interactions that make up the ecosystem of our fields- the " Agro-Ecosystem"
- To start to use our understanding and observations of the Agro-ecosystem as a basis for decision making about crop/livestock management.

Steps

1. Go to the field, making sure that you have a notebook and pen. Each group will
- Look around as far as the eye can see, and as close as the eye can see
- List all the living and non-living things they can see
- Discuss how they are connected or how they affect each other.

2. After 20 minutes of observation, discussion and note-taking return to the session hall

3. Each group to make a picture showing all the things that they observed and draw lines to show which things are connected or affect each other.
4. Each group to make a presentation in which they explain what they have drawn to the big group.

3.1.3 Example of output of field activity

Living things

Grasses
Crops (maize, coffee, kales, onions, napier)
Weeds
Insects (grasshopper, moths, spider, wasps)
Birds
Ornamentals
Human beings
Tress

Non living things

Soil
Sun
Buildings
Clothes
Dead leaves
Dead branches

Interactions
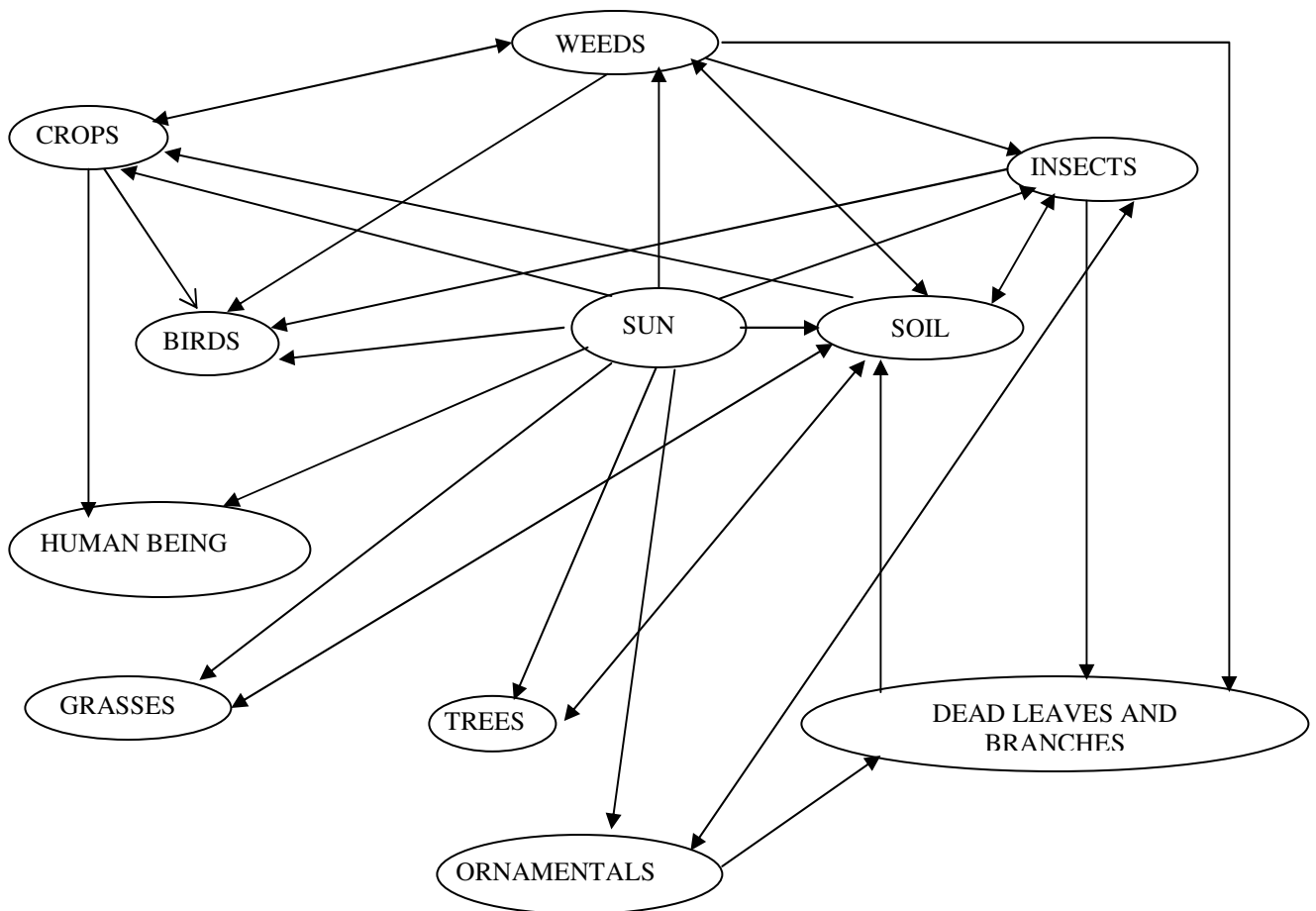
3.2 CONCEPT OF WHAT IS THIS? WHAT IS THAT?
(Learning to answer questions with questions)

3.2.1 Definition:

It is a discovery-based learning in which questions are used to answer questions. It leads the learner to the answer by asking questions.

Purpose
- It promotes learning by discovery and leads learners towards their own analysis
- It guides farmers to critically analyze and make better decisions on their own fields.

The goal of discovery-based learning is to provide a more enlightened educational opportunity for participants. The methodology of learning is very important for achieving the goal of education. One important method is to ask questions that allow the participants to develop their own analysis and understanding. You are stealing an opportunity for education if you reply directly with an answer. Ask questions. Lead the participant to the answer by asking questions.

There are many ways to answer the question: What is this? For most of us, the natural response is to give the name of the object, often in a foreign language. The question is often answered by saying: Oh that is ….. or "This is …….? The result of this answer is that an education process has been stopped.

A better way to answer the question is to ask a question:
- Where did you find it?
- What was it doing?
- Were there many of them?
- Have you seen this before?

The idea is promote learning by discovery and to lead the person toward his or her own analysis.

3.2.2 Field activity

Learning Objectives:

- To facilitate learning by discovery among farmers in the FFS.

- To guide farmers to critically analyze and make better decisions on their field problems

Materials:
- Field
- Plastic bags
- Notebook and pen

Steps:

1.   Walk into a field as a group.
2.   In this group, take turns in the following roles:
- The 'farmer' should take anything in the crop ecosystem (pests, natural enemies, weeds, others) and ask, "What is this?" The other member will act as a "recorder" and must write down questions and responses. The "technician" should respond with one of the following type of responses: 'That is a good questions'. "Where did you find it?" 'What was it doing' 'Did you ever see it before'? 'What do you think it is'? (Keep asking questions). Use this especially when you know what the specimen is. Try not to give the answer!

- If the question is to be answered, the "technician" should avoid the answers, which give more emphasis to identification. Rather, the function of the organism should be emphasized. 'This is an insect that feeds on the plant'. 'It is not actually a problem insect until there are very many'. 'There are many organisms which eat this insect, including spiders and parasites' OR, 'this is a spider that eats insects and is a friend'. 'It happens to be called a hunter because it moves around the field searching for insects' OR, some other responses that only give biology/ecological information.

- NEVER GIVE THE ANSWER WITH A NAME. THAT ONLY KILLS THE QUESTION. THE QUESTION IS A CHANCE TO LEARN.

3.   After the members had taken their turns, return to session hall/shade and process experiences.

3.2.3 Example of output of field activity

F: What has caused this?
T: Where did you find it?
F: In my farm
T: Is it a big menace?
F: Yes, it has affected half of my maize field.
T: Where was the source of your seeds?
F: From the local seed stockist.
T: Was it certified seed?
F: I assume so because it was packaged and labelled "certified seed" from Kenya seed co. ltd
T: Had you experienced the same problems before?
F: Yes, last year but not as serious.
T: What did you do with the effected plants last year?
F: I did nothing because I did not think it is serious.
T: How were the cobs (size) from the affected plants (last year)?
F: They were smaller compared to the rest.
T: This time how did this problem start? Was it immediately after germination or during growth stage?
F: Well, the germination was quite good, but the problem started at knee height with 3-5 plants then within a week or two it spread to half the field.
T: What do you think is the cause of this problem

21

F: I can not say because I have been using same seed variety and from the same company.

T: For how long have you been planting maize in this field?

F: I can not remember but I think for 8-10 years.

T: Have you noticed any pests on the maize field?

F: Yes, I been seeing some "Hoppers"

Advice:

T: Now, this Disease is the maize streak virus. It is transmitted by leaf hoppers from one plant to another. When the leaves are this way, the green matter is destroyed and therefore no food is manufactured by the plant – hence reduced yields.

3.3   AGROECOSYSTEM ANALYSIS (AESA)- MAKING A GROUP MANAGEMENT DECISION

3.3.1 Definition:

It is establishment by observation of the interaction between a crop/livestock and other biotic and abiotic factors co-existing in the field. This involves regular observations of the crop/livestock

It is a way of assembling what we are studying and placing into a process useful for decision making based on many factors.

Purpose of AESA

❑ Promotes learning by discovery and learners towards their own analysis.

❑ It guides farmers to critically analyze and make better decisions on their own fields.

Why AESA?

• To improve decision-making skills, through a field situation analysis by observing, drawing and discussing

    • To improve decision-making skills by presenting small group decisions for critique in the large group

3.3.2 How to conduct AESA

AESA is an approach which can be gainfully employed by extension functionaries and farmers to analyse field situations with regards to pests, Natural enemies, soil conditions, plant health, the influence of climatic factors and their interrelationship for growing healthy crop. Such a critical analysis of the field situations will help in taking appropriate decisions on management practices. The basic components of AESA are: -
  ❑ Plant health at different stages
  ❑ Built in compensation abilities of the plants

- ❑ Pest and natural populations dynamics
- ❑ Soil conditions
- ❑ Climatic factors
- ❑ Farmers past experience

The Methodology of AESA is as under: -

A) Field Observations

a) Enter the field at least 5ft away from the edge. Select a site with a dimension of 1 sq. Mt. randomly.
b) Record the visual observation in the following sequence
   - ❑ Flying insects (both pests & natural enemies)
   - ❑ Close observation on pests and natural enemies that remain on the plants
   - ❑ Observe pests and natural enemies by scrapping the soil surface around the plants
   - ❑ Record disease and its intensity
   - ❑ Record insect damage and disease incidence in percentage
c) Record parameters like number of leaves, plant height, reproductive parts of the selected plants and other agronomic parameters that are important for decision making for making observation in the following weeks.
d) Record the types of weeds, their size and population density in relation to crop plant
e) Record soil conditions
f) Record the climatic factors viz sunny, partially sunny, cloudy, rainy etc for the preceding week.

B) Drawing

First draw the plant at the Centre on a chart. Then draw pests on the left side and natural enemies on the right side. Indicate the soil condition, weed population etc. Give natural colours to all the drawing, for instance, draw healthy plants with green colour, diseased plant/leaves with yellow colour. While drawing the pests and the natural enemies on the chart care should be taken to draw them at appropriate part of the plant, where they are seen at the time of observation. The common name of pest should also be indicated alongside the diagram. The weather factor should be reflected in the chart by drawing the diagram of sun just above the plant if the attribute is sunny. If cloudy, the clouds may be drawn in place of sun.

C) Group discussions and decision making

The observations recorded in the previous and current charts should be discussed among the farmers by raising questions relating to change in pest and natural enemies population in relation to crop stages, soil condition, weather factors such as rainy, cloudy or sunny etc. Based on these discussions the group takes judicious decision for specific post management practices.

3.3.3 A typical Format of Crop AESA Sheet

<table>
<tr><td colspan="2" align="center">NAME OF FFS:</td></tr>
<tr>
<td>

AESA NO:
GROUP NO:
PLOT NO:
PROBLEM ADDRESSED:

</td>
<td>

DATE:
 WEEK NO:

</td>
</tr>
<tr>
<td>GENERAL INFORMATION</td>
<td>PARAMETERS</td>
</tr>
<tr>
<td>

Variety:
Date planted:
Age of crop:
Spacing:
Fertilizer:
Weather:
Time of observation:
Plant population:
Germination %

</td>
<td>

Length of leaves;
Width of leaves:
No of leaves:
No of diseased leaves:
No of dead leaves:
Length of plant:
No of pods:

</td>
</tr>
</table>

INSECT PEST	**PLANT DRAWING**	**NATURAL ENEMIES**
Pest observed:		*Natural enemies observed:*

<table>
<tr>
<td>OBSERVATIONS</td>
<td>RECOMMENDATIONS</td>
</tr>
<tr>
<td>

Soil moisture:
Diseases:
Insect pests:
Plant health:
Deficiency:
Weeds:
Predators:

</td>
<td>

What management practices should be applied

</td>
</tr>
</table>

3.3.4 Field activity

Learning objectives
- Improve decision making skills through a field situation analysis by; observing, drawing and discussing
- Improve decision-making skills by presenting small group decision for critics in the large group.

Steps
1. Go to the field for 30 minutes and collect the data

2. Go to the session hall and generate the AESA chart

3.3.5 Example of output of field activity

Example 1

MAIZE AESA SHEET

Name of FFS - Mapato
AESA NO. - 18   Date: 10/7/04
Group No. 4   Week: 20

General information   **Agronomic data**

Date planted - 3/4/01   Parameter   Average
Age of crop 99 days
Variety - H 513   Plant height   241cm
Type of fertiliser – DAP, CAN,   No. of leaves   17
Manure   Leaf length   105cm
Rate of fert. Application – 20g/hill   Leaf width   10.5cm
Spacing - 75 x 25cm   No. of leaves damaged11.5
Weather – Wet relatively hot sunny   No. of leaves dead 1.5

Drawing

Insect pest   Natural enemies

1. weevil (maize)   Black ants-6
2. Stalkborer   lady birds-1
                                                       wasps-2

Observation   **Recommendation**
Soil moisture – very moist   Keep monitoring
Diseases: southern blight, high   Keep monitoring
incidence   Prepare for early post harvest
Insect pests: Minimal for weevils   management
                Stalkborer damage   Maintain weed free field
high   Keep monitoring
Weeds: well weeded
Plant health: Fair

Example 2

NGOMBE F.F.S.

A.E.S.A N° 3   DATE: 12-3-2003
WEEK N° 3   SCHOOL DESIGN: STAFF-RUN
SUB-GROUP - ARYSHIRE

GENERAL INFORMATION   PARAMETRES

BREED: FRIESIAN   BODY WEIGHT : 350 KGS
DATE OF BIRTH: 1993   MILK YIELD   :   6 KGS
AGE: 10 YEARS   FEED RATE   : 80 KGS
WEATHER : SUNNY/WINDY   GESTATION PERIOD : 5 MONTHS
TIME :   10.45 AM   CALVING INTERVAL: 1½ YRS
                                     DATE OF SERVICE : OCT 2002
                                     DIP/SPRAY INTERVAL: WEEKLY
                                     TYPE OF ACARICIDE : SUPONA
                                     APPLICATION RATE : 1ML : 1LITRE

                                     MAHUA

OBSERVATION   RECOMMEDATION

EYES   -   MATONGO   —   MUONE   DAKTARI
HOOVES   -   CRACKED   —   "   "
TEETH   - 4 BROKEN   —   GIVE SUPPLEMENT
MUZZLE -   WET   OKEY/UCHUNGUZI UENDELEE
TEATS —   CRACKED   — TUMIA MUFUTA YA DAWA
BREATHING — NORMAL   — UCHUNGUZI UENDELEE
RUMINATION - YES   —   -11-   -11-
COWDUNG
URINE   —WITH BLOOD - CONSULT VET.
TICKS   —COLOURED   -   -11-   -11-
BEDDING -   YES   - CHUNGUZA DAWA
             HARD   - CHIMBUA MCHANGA.

26

3.4. PARTICIPATORY TECHNOLOGY DEVELOPMENT (PTD)

3.4.1 Definitions

Participatory Technology Development (PTD) is a process of collective and collaborative inquiry with the purpose of initiating community action on solving local problems. PTDs in farmers field schools are implemented to empower participants (both farmers and facilitators) with analytical skills to investigate into cause - effect relationship of problems in farming practices and thereby stimulate them to design a set of actions for participants learn from other farmers response at each stage of intervention and draw lessons for future field school programs implementation strategies. In addition, the participants develop analytical skills and attitudes in working within participatory framework in planning, organizing and evaluating development activities.

Participatory Technology Development (PTD) means all relevant stakeholder do what only researchers usually do. It can be seen primarily as a learning strategy for empowering participants and secondarily as producing research results in conventional sense. PTD as a learning process empower in three ways:

a) It empowers because of the specific insight, new understandings and new possibilities that participants discover in creating better explanations about their social world

b) Participants learn how to learn;

c) It liberates when participants learn how to create new possibilities for action.

3.4.2 Considerations in Establishing PTDs in FFS Sites

The following considerations are utilized as guide in establishing PTDs in FFS sites to ensure that specific local farm problems are addressed effectively:

a) Sufficient Groundworking activities by the TOT facilitators and village immersion activities by the TOT participants should prioritize local field problems.

b) PTD activities to be set up in the FFS sites shall be jointly identified, established and managed by the FFS participants and facilitators based on the prioritized local field problems in close co-ordination and consultations with researchers.

c) Innovation, technology gap and new problems resulting from the PTDs activities shall be utilized as additional basis for prioritizing; problems and activities in future PTDs to be established in the community.

d) PTD methodologies shall be standardized and data base system shall be established in the community. A compilation of all possible studies form

previous PTD activities shall be made available as reference for conducting future PTD activities.

3.4.3 Steps in Establishing PTD in TOT and FFS Sites

PTD in farmer's field schools can be best operational by combining local farmers' knowledge and skills with those of external agents to develop site specific and Socio-economically adapted farming techniques.

It is a process of purposeful and creative interaction between local communities and outside facilitators which involves:

a)   Gaining joint understanding of the main characteristics and changes of that particular agro-ecological system by conducting sufficient Groundworking and village immersion activities in the proposed PTD sites,

b)   Defining priority problem in the area;

c)   Experimenting locally with a variety of options derived from indigenous knowledge (i.e. from local farmers elsewhere and from researchers of formal science) by property planning, designing, and implementing PTD activities for the community;

d)   Enhancing farmers' experimental activities and farmer to farmer communication by properly collecting interpreting and utilizing PTD results.

FLOW CHART FOR ESTABLISHING OF PTD IN TOT AND FFS SITES

```
┌─────────────────────┐         ┌─────────────────────┐
│ GROUNDWORKING       │────────▶│ VILLAGE IMMERSION   │
│ TOT FACILITATOR     │◀────────│ (TOT PARTICIPANTS)  │
└─────────────────────┘         └─────────────────────┘
          │               ┌─────────────────────┐
          └──────────────▶│ PRIORITY PROBLEMS   │◀──────
                          └─────────────────────┘

┌─────────────────────┐         ┌─────────────────────┐
│ PTD IN TOT          │────────▶│ PTD IN FFS          │
│ SITES               │◀────────│ SITES               │
└─────────────────────┘         └─────────────────────┘
          ▲               ┌─────────────────────┐       ▲
          └───────────────│ INNOVATION          │◀──────┘
                          │ TECHNOLOGY AND      │
                          │ NEWPROBLEMS         │
                          └─────────────────────┘
```
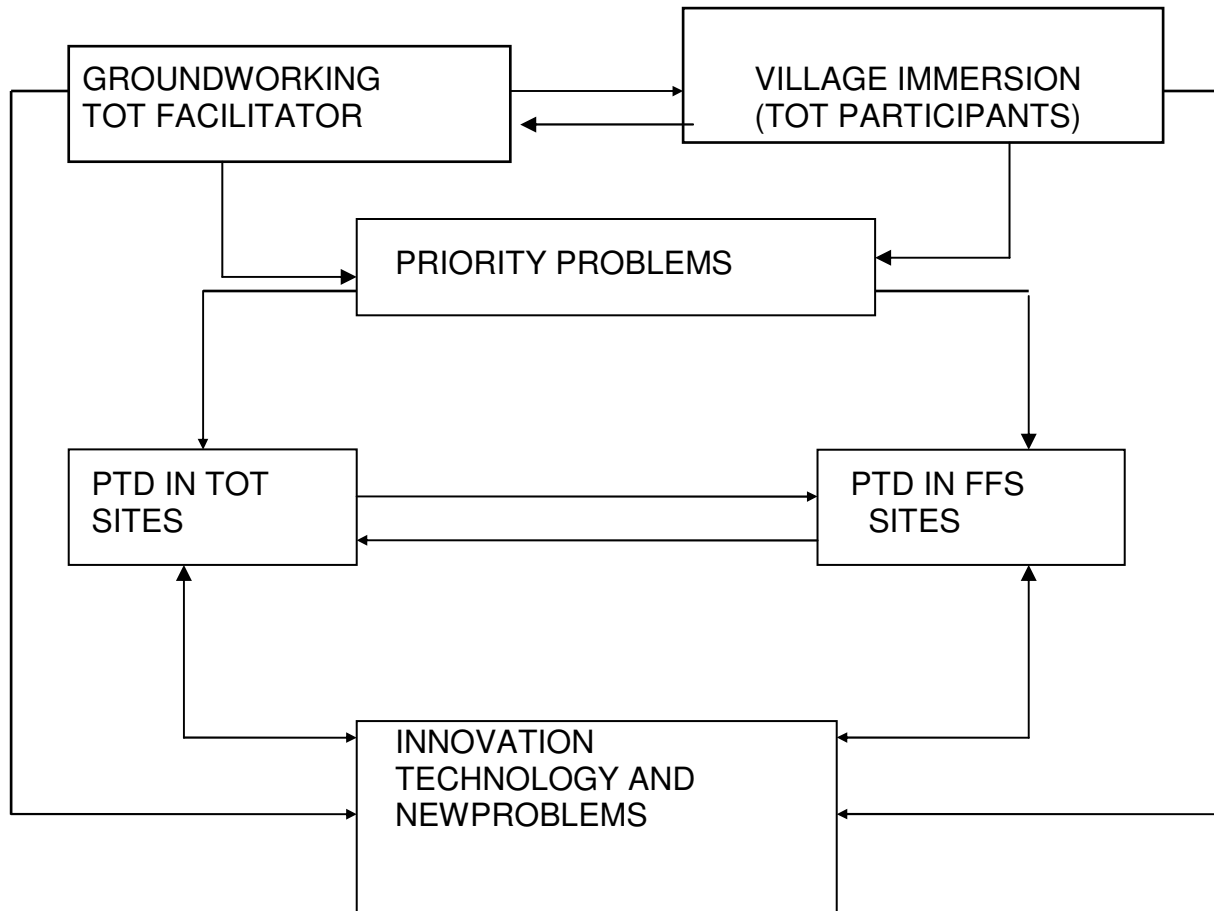
It is clear from the flow chart, that at least seven (7) important steps should be followed in conducting PTD at the TOT and FFS sites. These are as follows:-

Step 1: Conduct Groundworking activities

The TOT participants introduce themselves and the programme to build up a good relationship with the local government officials (e.g. D.O. Chiefs, Assistant Chiefs, DEC's, DAO's and local leaders). In the process, board ideas on field problems, indigenous farm practices and cultural management techniques are gathered.

Likewise, initial contact with local researchers are established, which are useful at this stage to determine existing technologies that may be necessary in addressing perceived field problems. Board ideas about the attitudes, values and norms of the people in the community can also be shared during this stage.

Step 2: Conduct village immersion activities

The TOT participants, backstopped by the facilitators are immersed in the village identified as possible FFS sites, based on suggestions of the agricultural officials. Similarly, they introduce themselves and the program to build up a good relationship with village leaders and farmers. During this stage, participants validate local field problems and current farming practices gathered during Groundworking activities by the facilitators with farmers in the community.

Step 3: Prioritizing field problems

Utilizing the data obtained in the Groundworking and village immersion activities a baseline survey tool is utilized to obtain more specific details of the field problems in the proposed FFS sites. Field problems are then prioritized by analyzing the agricultural situations, which will eventually form a basis for cooperation with farmers and facilitators to start the process of participatory technology development. This includes widening the understanding of all involved about ecological, Socio-economic, cultural, and political dimensions of the current situations.

Step 4: Plan and design PTD activities

After prioritizing field problems, the planning and designing of PTD activities commence within the identification of promising solutions, in order to set up on agenda for experimentation. In this stage, the participants (facilitators and farmers) in close consultation with local researchers identify which PTD activities will be set up in the TOT and FFS sites. The PTD experiments should be simple enough, but which should give reliable results and can be managed and evaluated by the farmers themselves.

Step 5: Implement PTD activities

Although some PTD activities are established in the TOT sites and some in the FFS sites, the participants should jointly evaluate all activities. Nevertheless PTD activities in the TOT sites are managed by the TOT participants.

The TOT and FFS participants and facilitators should agree upon the decision as to what PTD activities should be set-up in the FFS sites. Usually the problems that need to be addressed immediately with enough demonstration technologies (i.e. indigenous or research developed) are established in FFS sites.   As the participants carry out, measure, and access PTD experiments, they simultaneously build up farmers experimental skills and strengthen their capacity to conduct and monitor their own experiments.

Step 6: Collect and interpret result of PTD activities

Depending upon need for information, the participants should be able to collect and interpret PTD results. Since farmer field school training is focused on agro-ecosystem analysis (AESA), this helps the participants to gain insight into the ecological interactions in the field and they are able to develop innovations or discover technology gaps or new problems for consideration in succeeding PTD activities for the community.

Step 7: Utilize result in succeeding PTD activities

In order to make PTD a sustainable way of addressing future field problems in the community, PTD results should be continuously utilized. Any innovations developed in conducting PTD activities should be utilized in addressing similar field problems in futures. Technology gaps or new problems discovered in previous PTD experiments. Likewise, will have to be addressed in succeeding PTDs by utilizing them as additional basis in planning designing and implementing PTDs for succeeding TOT and FFS activities in the community.

3.4.4 Exercise on developing PTD

1. Each group to identify a problem that needs to be solved by the FFS.
2. For each identified problem each group is to identify
    - ❑ Possible solutions
    - ❑ Objectives of PTD
    - ❑ Treatments
    - ❑ PTD Design/layout
    - ❑ Develop AESA sheet

3.4. 5 Example of Output of exercise

Example 1

1. Problem: Hardpan

2: Possible solutions
- Deep tillage
- Double digging
- Manure application
- Crop rotation
- Inter-cropping

3. Objective of PTD
- Comparison of double digging, deep tillage and normal digging (>10cm)

4. Treatments
  - i.   Double digging
  - ii. Normal digging (>10 cm)
  - iii. Deep tillage (<20 cm)

5. PTD layout

1		
Double digging + manure	Normal digging + manure	Deep tillage + manure
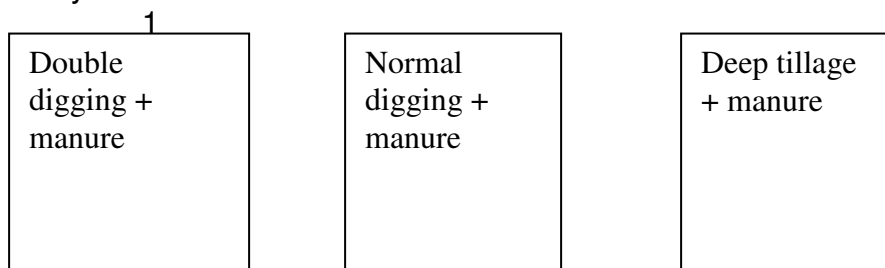
- Test Crop: Kales
- Manure will be applied to all treatments
- All other factors will be held constant

6.Parameters to monitor

- Wetting depth
- Plant height
- No of leaves
- Size of leaves
- Stem thickness

7. AESA Sheet

General information
Crop:
Date of planting
Depth of digging – Double digging
                          - Normal digging

Type of soil
Irrigation system
Weather

Parameters
  ❑ Wetting depth
  ❑ Plant height
  ❑ No of leaves
  ❑ Size of leaves
  ❑ Stem thickness

Observations and recommendation

Example 2

1. Problem: Newcastle disease in poultry

2. Possible solution:
  ▪ Vaccination of chicken.
  ▪ Good hygiene and sanitation.
  ▪ Isolation of sick birds.
  ▪ Proper disposal of dead birds.
  ▪ Proper housing and stocking rates
  ▪ Avoid introducing new stock

3. Objectives
  ▪ To reduce incidence of Newcastle disease in chicken within one years period.

4. Treatment:
  ▪ Vaccination of chicken.
  ▪ Isolation of sick chicken.
  ▪ Proper disposal of dead chicken.
  ▪ Proper housing and stocking rates.
  ▪ Good sanitation and hygiene.

5. Design

FFS CHICKEN

Purchased 20 chicken

- ▪ Birds vaccinated against Newcastle disease.
- ▪ Booster vaccination after 3 weeks, 3 months, six months.
- ▪ Chicks confined/housed Upto 8 weeks of aged.
- ▪ Mature birds housed for ½ day and night.
- ▪ Supplementary feeds given and water.
- ▪ Routine deworming done.

VS

FARMERS PRACTICE

‎

- Free range.
- No proper housing
- No supplementary feeds given.
- No deworming done.
- No vaccination done.

6. AESA Sheet

AESA No   Week No
Group No.   Date

Problem addressed: To reduce the incidence of Newcastle disease in local chicken

General information	Parameters
Breed	No. of birds at start
Vaccine type	Age of birds
Dosage	No of sick birds
Date of 1st vaccination	No of dead birds
Age of birds	No of hens laying
System of Management	No of hens incubating
Time of observation	No of chicks hatched
Weather	Amount of feed given
Design	Cost of prophylactic treatment
	Cost of house
	Revenue – Eggs
	- Meat

Enemies   **Friendly**

Drawing of Chicken

Observations   **Recommendations**

3.5   VILLAGE IMMERSION (DO IT YOURSELF)

Purpose:

1. Acquaint with the area , know and be known
2. Make farm and home visits
3. Verify the baseline data collected during group working
4. Pay courtesy call to the village elders
5. Develop or verify the village map
6. Identify/appreciate the resources within the village
7. Help to understand the cultural norms/social practices within the area.

Methods:
- By using a village guide map
- Village guides (contact)

PART IV

CROSS CUTTING TOPICS

4.1 NON-FORMAL EDUCATION METHODS

4.1.1 Principles of Adult Learning

One of the most important characteristics of good adult education is that it is based on "Problem-posing". As Mao Zedong said, "the role of the facilitator is to present to the community in a challenging way the issues they are already discussing in a confused way". The whole emphasis is on learning, not teaching.

This means that "traditional teachers" need to be re-educated to understand the role of the facilitator, i.e.
- Creating a learning climate,
- Posing problems,
- Encouraging a process of search for causes and solutions,
- Assisting the group to discover as much as possible for themselves, and
- Setting up a process for planning action.

All this is very different from the "traditional teachers" role. We all have strong memories of "what-a-teacher-does" from our own school days, but if we are to work effectively with adults using the problem-posing method, we need to wipe this model right out of our heads.

Adult learning psychology (by Malcolm Knowles, a pioneer of new methods of adult education)

1. **Adults have a wide experience** and have learnt much from life. They learn most from their peers. So facilitators help them to share their own dialogue with one another
2. Adults are interested to learn quickly about those things that are **relevant to their lives**. So the facilitator needs to create a situation in which they can share in the planning, choose the topics and participate in regular evaluation of what they are doing.
3. Adults have a sense of **personal dignity**. They must be treated with respect at all times and never feel humiliated or laughed at before others.
4. As adults grow older, their memories may get weaker but their powers of **observation and reasoning** often grow stronger.

        Principle 1:   Learning is an experience, which occurs inside the learner and is activated by the learners

        Principle 2:   Learning is the discovery of the personal meaning and relevance of ideas

Principle 3: Learning (behavioural change) is a consequence of experience

Principle 4: Learning is a co-operative and collaborative process

Principle 5: Learning is an evolutionary process

Principle 6: Learning is sometimes a painful process

Principle 7: One of the richest resources for learning is the learner himself

Principle 8: The process of learning is emotional as well as intellectual

Principle 9: The process of problem solving and learning is highly unique and individual

4.1.2 Types of non-Formal Education Approaches used in FFS

Key non-formal Education (NFE) Approaches used in the Farmer Field School learning include:

1. Sharing
2. Case study
3. Role play (dramatized sessions)
4. Problem solving exercises
5. Panel discussions
6. Group dynamics
7. Small group and large group discussion
8. Brainstorming
9. Simulation game

1 Sharing

Procedure: Knowledge, ideas and opinions on a particular subject are freely exchanged among trainees and facilitators.

When method is most appropriate:

The method is suitable where the application of information is a matter of opinion. It is suitable when attitudes need to be induced or changed. Trainees are most likely to change attitudes after discussion. The method is also suitable as means of obtaining feedback about the way in which trainees may apply the knowledge learned.

Points to watch:

The trainees may be led away from the subject matter or fail to discuss it usefully. The whole session may be vague. Trainees may become entrenched in their attitude rather than be prepared to change them.

2   Case study

   Procedure: A history of some event or set of circumstances with relevant details is examined by the trainees. Case studies fall into two broad categories.

      1.   Those in which trainees diagnose the case of a particular problem
      2.   Those in which trainees set not to solve a particular problem

When method is most suitable:

This method is most suitable when participants need to view a problem objectively or free from the pressures of actual events. It provides opportunities for exchange of ideas and consideration of possible solutions to problems the trainees will face in their work situation.

Points to watch:

Trainees may get the wrong impression of the real work.

3.   Role play

Procedure: Trainees enact, in the training situation, the role they will be called upon to play in their job. Use role playing mainly for the practice of dealing with face-to-face situation, i.e., where people come together in the work situation.

When method is most appropriate:

This method is suitable where the subject is one that is a near-to-life practice to the training situation. The trainees can practice and receive expert advice or criticism and opinions from fellow trainees in a "protected" training situation. This gives confidence and offers guidelines. The trainees get the feel of the pressures of the real-life situation.

Points to watch:

The trainees may be led away from the subject matter or fairly to discuss it usefully.

4.   Problem Solving Exercise

Procedure: Participants undertake a particular task that should lead to a required result. The facilitator provides rules. It is usually a practice or a test of knowledge put over before the exercise.

Before further information or new ideas are introduced the method may help to discover trainees' existing knowledge or ideas. Use problem-solving exercises with individuals or with groups.

When method is most appropriate

Use this method when participants need to practice following a particular pattern or formula to reach a required objective. The trainees are on their own thereby ensuring a highly active form of learning. Use problem-solving exercises to find out the extent of assimilation of participants. There is a big room for experimenting and trying out things using this method for the imaginative facilitator.

Points to watch:

The exercise must be realistic and the expected result reasonably attainable by all participants or they will lose confidence.

5.   Panel Discussion (as a method for presenting case studies)

Procedure: Divide participants into small groups of five members each. Write questions on the board to be answer by groups. A facilitator will serve as moderator, timekeeper and at the same time set the rule and regulations for the activity. Ask the groups to draw lots as to which one will be the first discussant and the first to act as panel of interrogators, and so on. Assign questions for each group to answer. After a group has presented its answers to their assigned questions, the panel of interrogators can ask questions related to the discussions/answers made. This questions and answer activity will go on until all groups have been able to present their part. While the activity is going on a panel of facilitators may rate the participants as to:

•   Answers and questions raised
•   Group and individual performance/participation

When activity is most appropriate:

This exercise is appropriate for assessing learning and participants' performance in trainers' training. It is also effective in farmers' training with 20-25 participants where group members share their learning/experiences through question and answer. The activity help develop capability to communicate ideas and knowledge with other participants.

6.   Group dynamics

Procedure: Put participants in situations where:

1.   The behaviour of each participant is subject to examination and comment by the other trainees.
2.   The behaviour of the group or groups as a whole is examined.

When method is most suitable:

This method is a suitable way for participants to learn the effects of their behaviour on other people and other people's behaviour on them.   It increases participants' knowledge of how and why people at work behave as they do. It increases skills in

working with other people and in getting work done through other people. This method is valuable in learning the skills of communication.

Points to watch:

Problems may arise if what the participant learns about himself is distasteful to him. They may "Opt-out" if they feel turned off by the searching examination of motives. It is important that problems arising within the group are resolved before the group breaks up.

7   Small group and big group discussion

Procedure: Divide participants into small groups, giving each group a particular task to accomplish and discuss. Give every member of the small group the chance to share his ideas about the assigned task. Leaders that each of the groups choose lead the discussions. After a certain given time, as all groups to convene and process their discussion with the bigger group.

When method is most suitable:

This method is suitable when eliciting participation and sharing of experiences as well as ideas from individual in-groups. It is easier for an individual to share his ideas with a small group than in a big group. This is true all the more when participants are not comfortable with the big group yet as in instances when the training program has just started. Sometimes, participants may feel intimated or threatened when asked to share their ideas with a big group. Thus, it becomes helpful to structure training's in such a way that small group discussions precede large group work/discussions.

The ideal size for small group discussions is at least five and not more than ten members. Big group discussion should not exceed thirty members.

Points to watch:

Some members of the group may impose on others, i.e., insist on their ideas. There is also a danger that some participants may use up much time in presenting their opinions. These situations may lead to others not having the chance to speak. The facilitator should always be sensitive to these behaviours and be able to handle the group so that each member is given a chance to be heard. Accept all opinions to show respect for individual members. It might be helpful if the facilitator will remember that there are different kinds of people, i.e., need to be encouraged to speak up or some; need recognition. It is his role to clarify inputs and tasks to avoid problems that may arise as a result of differences in personalities. Facilitators must maintain good judgement and not be swayed by opinions of any one of the group members.

8 Brainstorming
   Procedure: Either in small groups or as a big group, give participants an issue or problem to be discussed about and deliberated on exhaustively. Accept all ideas during the discussion. After a thorough deliberation on the issue or problem, the entire group comes up with a consensus as a final output.

   When Method is most suitable:

   The method is suitable when tackling issues and problems that need or call for group decision-making. It is particularly helpful when participants are expected to actively join in the deliberation and share their ideas, experiences as well as knowledge about the issue on hand. A group of not less than five and not more than ten members should give the best results.

   Points to watch:

   If the issue or problem is not clear to the group/s it is possible that participants will not be able to come up with what is expected of them. Discussions may move away from the topic.

   As in the small and big group discussion methods, some members of the group may impose on others, i.e. insist o their ideas. There is also a danger that some participants may use up much time in presenting their opinions. These situations may lead to others not having the chance to speak. The facilitator should always be sensitive to these behaviours and be able to handle the group so that each member is given a chance to be heard and a consensus reached. However, it is important that all opinions be accepted to demonstrate respect for individual group members.

4.2   FACILITATION SKILLS

❑ Adults learn by hands on experience, things related to day to day life
❑ Adults should be encouraged to discover for themselves
❑ Retention rate in adults is as below
> 20% when they hear
> 40% when they see
> 80% when they discover
❑ Child education is like filling an empty cup with tea while adult education is like stirring to blend the ingredients
❑ Experience has it that
> When you hear you forget
> When you see you remember
> When you discover you own it for life

Guide Questions:
❑ Define the following terms: Facilitator, Facilitate, Skills, Skilled and Effective
❑ Differentiate between teaching and facilitating
❑ What are the roles and duties of an FFS Facilitator
❑ What are some of the undesirable behaviour of a FFS facilitator
❑ What does a good facilitator do
❑ What are some of the key skills of a facilitator

4.2.1 Definitions

❑ Facilitator:
  - Someone who guides a process. One who ensures effective flow of information within a group so that participants can share information and arrive at a decision
  - A moderator of a participatory learning process
  - Assists in sharing of information in a participatory way

❑ Facilitate
  - Make it easy
❑ Skills
  - ability to perform a certain task
  - expertise, practiced ability, facility in doing something
❑ Skilled
  - having enough ability i.e. experience and knowledge to do something well
❑ Effective
  - ability to deliver desired output or results successfully

4.2.2 Differentiate between facilitating and teaching

Table 3: Differences between facilitating and teaching

	Facilitating	Teaching
1	Involves discussion	little discussions
2	Full participation	Less participation
3	Promotes existing and new ideas	introduces mainly new ideas
4	Horizontal communication	Vertical communication
5	Informal learning	Formal learning
6	Collective decision making	Partial decision making
7	Shares ideas	Directs
8	Bottom up	Top down
9	Curriculum developed through need assessment	Curriculum centralised
10	Learning materials are learner generated	learning materials are teacher generated

4.2.3 Roles and Duties of FFS Facilitator

- Technical backstopping
- Guide in decision making
- Team leader
- Links with external facilitator and collaborators
- Helps the group in achieving their objectives
- Helps in conflict management
- Initiates new FFS
- Explains the objectives and FFS process
- Should help with observations and analysis
- Should start from simple to complex endeavours
- Keeps discussion lively
- Probe to help participants arrive at appropriate conclusions
- Help to smoothen out domineering cases
- Helps participants to reach an appropriate consensus
- Time management
- Show respect to all participants and their opinions
- Helps participants identify opportunities and potentials in their environment

4.2.4 Undesirable behaviour of FFS Facilitator

- To be a teacher
- To be an instructor
- Commanding and arrogant
- Not transparent
- Non tolerant and impatient
- Lateness
- Immoral behaviour
- Self pride

- Carelessness
- Should not assign unclear tasks
- Should not fail to admit where he doesn't know
- Should not be disorganized
- Should not lack self confidence
- Should not be possessive

4.2.5 What does a good facilitator do

- Creative
- Flexible
- Good listener
- Tactful
- Patient
- Transparent
- Consultative
- Tolerant
- Committed
- Trustworthy
- Social
- Accessible
- Act within capacities and emotion of the group
- Delegates tasks and responsibilities
- Put in special efforts
- Presentable
- Audible
- Confident
- Good collaborator
- Don't force participants to his plans
- Sensible
- Give timely explanations
- Don't hide constraints
- Show concerns
- Explains situations before hand

4.2.6 Skills of a Facilitator

- Listening
- Managing group dynamics
- Negotiating skills
- Good questioning techniques (probing)
- Good observation skills
- Feedback techniques
- Summary skills (take home messages)
- Intellectual capacity
- Technical skills

4.2.7 Golden rules of a facilitator

- Good listener
- Respect others opinions-open mind
- Cheerful
- Eye contact
- Know your audience in advance (Level)
- Should be well prepared (Firmly grasp the subject)
- Dress appropriately
- Well mannered
- Composed/confident
- Be in control of audience
- Convey acceptance
- Time management (Conscious)
- Impartial.

4.2.8 How can Facilitators improve their relationship with participants (Farmers)

- Get to know each other (Establish rapport)
- Use of right language (brief and clear)
- Create a conducive environment
- Encourage full participation
- Understand and respect their cultural norms
- Display/depict good morals
- Make your mission clear
- Avoid gender bias
- Adhere to your promises and programme
- Be flexible
- Be transparent and accountable
- Accept genuine criticism
- Be timely
- Commitment to the group and the team
- Team up with them
- Being a role model
- Know farmers priorities
- Deliver quality service
- Encourage dialogue
- Keep abreast with new technologies
- Be professional and rational

4.3   LEADERSHIP

Guide Questions

❑   What is leadership
❑   What are the main elements of leadership
❑   What are the different types of leadership that you know
❑   What are the qualities of a good leader
❑   List key leadership techniques

4.3.1 What is leadership?
❑   Haiman – Leadership is a process whereby an individual 'directs', guides influences or controls thoughts, feelings of behaviour of other human beings.

❑   Eduave – leadership is a learned behavioural skill, which includes the ability to help others achieve their potential as individual and as a team member.

❑   Constantino – transform potential into reality, interest in getting a job done and caring for those who do the job.

Other definitions
   ❑   This is the ability to guide and influence a group of people to achieve certain goals
   ❑   The ability to influence the Socio-economic behaviour of a group of people.
   ❑   The art to mobilize and organize people to utilize available resources.
   ❑   The talent to steer a group of people towards a certain goal
   ❑   The art of guiding and directing a group of people towards achieving a certain goal.

4.3.2 Main elements of leadership

1.   The behaviour of leader
2.   The behaviour of members
3.   The environment of the situation

leadership

Subject/
community

Environment
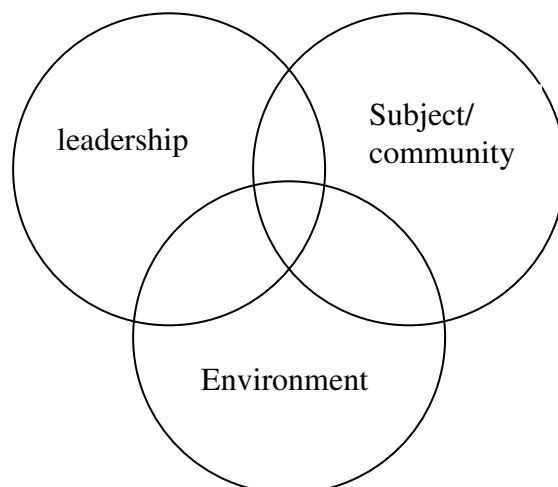
4.3.3 Types of leadership

There are various types of leadership in a community depending upon the basis used for categorization. These are:

1. Based on how one becomes a leader.
   a) Formal or official leader – one who is vested with authority by being elected or chosen by the people
   b) Informal leader – one who may be a symbol of leadership, committed or uncommitted but who readily renders service to the community. He does not occupy any position but is influential and respected.
   c) Natural leader – one who evolve naturally as the influential person since he posses certain abilities and skills in human relationship or has control over goods and services in the community.

2. Based on the locus of decision-making.
   a) Autocratic leader – Decision-making lies with the appointed leader.
   b) Democratic leader – Decision making is the function of the whole group
   c) Laissez Faire leader – Decision-making is the function of the group.
   d) Flexible leader – An authority figure or influential person who can shift from one leadership style to another depending on needs of group or situation.

3. Based on the orientation of the authority figure.
   a) Relationship oriented leader – an authority figure or influential person who is more concerned with attaining, building and maintaining the group itself rather than achieving certain goals
   b) Task oriented – Regardless of what will happen to the group, the leader is concerned with attaining mutually agreed goals
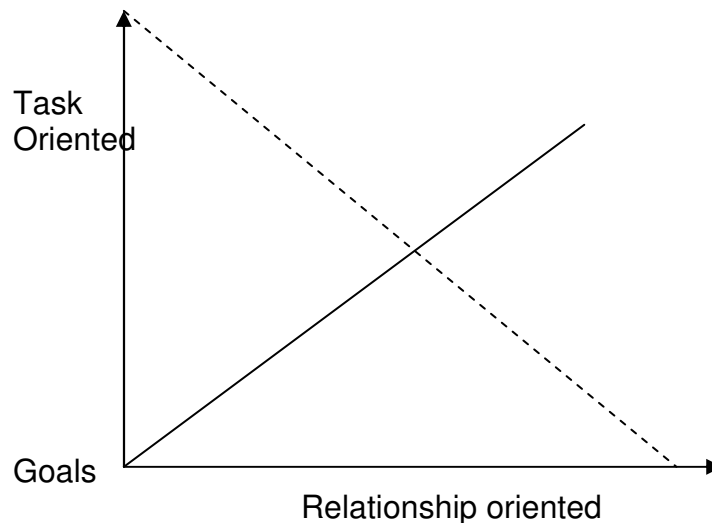
4.3.4 Qualities of a good leader

- Accepts other people's opinions
- Flexible
- Inspires
- Has good communication skills
- Innovative
- Good listener
- Good judgment
- Consults others
- Can influence others
- Foresighted
- Knowledgeable
- Trustworthy
- Committed, dedicated
- Honest
- Accepts criticism
- Patience
- Role model
- Able to set and achieve goals

4.3.5 Key leadership Techniques.

1. Secure co-operation.
2. Use authority
3. Direct communication.
4. Maintain discipline
5. Develop group morale.

4.4   FOLK MEDIA

Guide Questions
- ❑ Define Folk media
- ❑ List types of Folk media
- ❑ What is the purpose of using Folk Media
- ❑ What are the principle of IPM Folk media
- ❑ What are some of the characteristics of Folk media
- ❑ What are the dimensions of folk media
- ❑ What are the Advantages of Folk Media
- ❑ What are the limitation of Folk Media

4.4.1 What is folk media?

- • Informal/traditional methods of conveying messages
- • Creative medium for communicating ideas appropriately applicable in a participatory and discovery based teaching or learning environment

4.4.2 Various Types of Folk Media

a) Songs
b) Story telling
c) Dances
d) Gossips
e) Legends
f) Parables
g) Announcements
h) Games
i) Rituals
j) Dramas

4.4.3 Purpose of using Folk Media

- ❑ To create lasting consciousness
- ❑ Cannot easily be forgotten
- ❑ To have actual experience
- ❑ Entertainment
- ❑ Enlightenment
- ❑ For instruction purposes

4.4.4 Principles of IPM folk media

- • Community based (avoid sophistication)
- • Involves peoples participation especially FFS
- • Self-reliance - use locally available materials
- • Indigenous to put a clear message to the community (i.e. song/dance combination)
- • Should be within the programme perspective

It involves application of human creativity and theatre art in IPM

Note: in folk media avoid mind sets
• Go beyond mind sets e.g. nine dot game

4.4.5 Characteristics of Folk media

1. Involves narration
2. Are not written
3. Have special messages
4. Subject to misinterpretation – kept in collective memory of elders
5. Has a narrator (source) and a receiver (2 way)
6. Passed over from generation to generation
7. Informal

4.4.6 What are the Dimensions of folk media?

1 Flexibility
• the ability to see with a fresh pair of eyes
• to shift from one perspective to another
• to move from a different stand point

2 Fluency
• a free and clear flow of words, images and ideas

3 Originality
• the capacity to produce fresh response arising out of each person's unique perspective, personal history and experiences

4 Synthesis elaboration
• Ability to develop an idea or image, make connections fill in details and to transform existing ideas or images into a new and integrated form or pattern.

4.4.7 Advantages of Folk Media

❑ Enjoyable
❑ Keeps audience alert
❑ Interprets learning from the course
❑ Enhances creativity
❑ Easy to understand
❑ Triggers interest of audience

4.4.8 Limitations of Folk Media

❑ Requires time to prepare
❑ It is cultural specific
❑ Education specific
❑ Age specific
❑ Location specific

4.5   GRANT/REVOLVING FUND PROPOSAL FORMAT

Example of a grant/revolving fund proposal format used by the FAO/IFAD IPPM FFS Programme in Kenya.

Guidelines and Proposal Form for
Self financed IPPM Farmer Field Schools (IPPM-FFS)

Description:

This revolving fund is made available by and implemented through the FAO Global IPM Facility in collaboration with the Ministry of Agriculture and Rural development. The fund is intended to support community study of integrated production and pest management (IPPM) through a process known at the Farmer Field School (FFS).
The amount is intended to cover the inputs for the group study field and Commercial activities, group stationary, Fielddays, Graduation, Exchange visits and official travel for FFS facilitator and special topic facilitators. The total amount available, which will have to be repaid, will be limited to a maximum of US$ 500.

Requirements for Award:

 The following requirements are guidelines to receive the funds.

1. The attached proposal form must be completed in full, and approved by the District agricultural heads
2. The Chairman, secretary and Treasurer must sign the attached contract form
3. The group must be registered with the social services department and have office bearers in place
4. The group must have a multi-signature account (3 signatures) in a bank.
5. The group must be able to provide an FFS study area
6. The group must provide the tools and labour inputs necessary to manage the FFS study area.
7. At the end of the FFS study period, the group's office bearers must submit a report of FFS activities, including a financial report that includes receipts of items paid for by the fund
8. The group must indicate clearly how they are going to repay the amount
9. The group must allow inspection of financial records by the project management from time to time.
10. The amount must be repaid back at the end of the two seasons (end of year)

SELF FINANCED FARMERS FIELD SCHOOL (FFS) PROPOSAL FORM
Year …………

Please discuss the following items among group members and fill in as completely as possible the following points together with the IPPM-FFS facilitator and submit to the project management. Attach extra pages if necessary. Thank you.

Group name:..

Group address:..

Account information[2]:..

....

....

Group introduction/background[3]:...

Proposed IPPM-FFS activities[4]: ....

....

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Workplan[5]:...

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……………………………………………………………………………………………

……………………………………………………………………………………………

Detailed Budget[6]...

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Group Contribution[7]

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[2] Include bank name, branch, account name and account number.

[3] Explain the activities of your group and community activities in general including group objectives and membership.

[4] Describe the crop/livestock to be studied, and the economic benefits expected as a result of this IPPM-FFS activity.

[5] Provide starting date, meeting dates, and the expected graduation/Field Day date. Also attach a list of members to be enrolled in the IPPM-FFS including name, gender and age.

[6] Provide list of materials, supplies and other items to be purchased here or on a separate sheet.

[7] Describe contribution from group.

....
....
....
....
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....
.

Total Amount requested:……………………………………………………..

Repayment Details[8]
....
....
....
....
....
....
…………

Contract: (Binding only when proposal meets all the conditions stipulated in the guidelines. To be signed by Chairman, Secretary and treasurer)

We, …………………………………………………………………………………
Undertake that work will be carried out, accounts maintained, reporting made in accordance with the given guidelines and that the amount will be repayed back in full as per the above repayment details. We also undertake that the project will be terminated upon proven unsatisfactory performance and any amount so spent refunded to the project management.

Signature: Chairman…………………………. Date………………………..
　　　　　　Secretary……………………………...Date…………………………
　　　　　　Treasurer……………………………...Date………………………..

Signatures (Name, Signature and Date):

Chairperson:...
Secretary:...
Treasurer: ....

IPPM-FFS Facilitator: ....

DALEO:…………………………………………………………………………….

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[8] Describe in details the repayment details and procedure i.e. how the group is going to pay back the amount

4.6   REPORT WRITING

Guide Questions:
❑ What is a report
❑ Why do we make reports
❑ List the types of reports that you know
❑ What are the characteristics of a reliable report
❑ What are the qualities of a good report

4.6.1 What is a report?
❑ A report is data that has been collected, analyzed and presented in Organized form to a person or organization requesting that information.
❑ Reports are also required to clarify or answer questions or compile problems and verify data.
❑ Summary of what has been done

4.6.2 Why do we make reports?

❑ For monitoring and evaluation
❑ For the purpose of presentation of information for future reference
❑ To pass information to others
❑ Utilization of given resources
❑ To appraise relevant authorities on ongoing activities
❑ To verify data/information
❑ To invoke action as deemed necessary to parties concerned

4.6.3 Types of reports.

❑ Based on time.
  • Weekly report.
  • Quarterly report.
  • Biannual report.
  • Daily report.
  • Annual report.
  • Fortnightly report.

❑ Based on content.
  • Progress report.
  • Baseline report.
  • Project report.
  • Evaluation report.

4.6.4 Characteristics of a reliable report

❑ Objective and accurate.
  • Facts must be presented objectively and not exaggerated or understated. If data are inconclusive, tentative, insufficient of conflicting, the report must say these clearly so that management can take appropriate action.

- Objectivity must be backed by accuracy. Wrong data may lead to wrong conclusion and errors in decision.
- Even using harmless typographical error may cast doubt on the credibility because such error may indicate that mistakes may have crept into other parts of the report

❑ Non-Emotional
- Report should not appeal to the emotion as a vehicle for persuasion
- It must stand on its own merit and is accepted because of its data.

❑ Simple and straightforward.
- Report must use formal language and standard format.
- No beating around the bush or vagueness in presentation of facts.
- Being forthright does not mean being blunt or impolite.

❑ Well Organized.
- Facts must be logically arranged.

4.6.5 Qualities of a good report

❑ Relevant
❑ Reflective
❑ Systematic
❑ Reliable
❑ Complete
❑ Indicate time frame
❑ Clear understanding

4.6.6 Six rules to help you write a report.

1. Be precise – Don't describe, use measures and quantities when possible.
2. Add details – use concrete words that will build pictures in the readers mind
3. Use words that readers can understand.
4. Be direct – Use simple direct words.
5. Be timely – reports cover a certain period or time span during which activities are accomplished.
6. Begin from general to specific

4.6.7 Examples of Report format

❑ **Facilitators format.**

FFS Monthly report for (state month) …………………………………

1.0 Introduction

❑ Name of FFS
❑ Location of FFS
❑ Total Membership: M, F, T
❑ Name of facilitator
❑ Date started
❑ Enterprises
❑ Treatments
❑ General conditions

2.0 Activities

Wk No	Date	AESA No	Attendance M F T	Host team No/name	Field activity (planting, weeding etc)	Special topic	Group dynamic
1							
2							
3							
4							
5							

3.0 Remarks/observations
4.0 Problems/constraints encountered.
5.0 Recommendations
6.0 Concluding remarks

Date and facilitators signature

Note: the format can be arranged on one sheet of paper for ease of filling.

❑ **Co-ordinator's format**

FFS Monthly report for …………………………………………

1.0 General review.
2.0 Activities undertaken.
3.0 Constraints/problems encountered.
4.0 Recommendations
5.0 Concluding remarks.

Signed..............................

4.7   GROUPS

Guide Questions

❑ What do you mean by group
❑ Kinds of group
❑ Why do people form groups
❑ What are the dynamics of group development

4.7.1 Definition

4.7.2 Kinds of groups
❑ Formal- highly structured and registered
❑ Informal- non structured and unregistered groups e.g wedding/burial groups

4.7.3 Why do people form groups
❑ To generate income
❑ Environmental conservation
❑ Survival (Self help groups)
❑ Pooling resources together
❑ Addressing common problems (water etc)
❑ Social groups

4.7.4 Exercise working together (teamwork)

❑ Purpose- to make participants understand the importance of working together as a team
❑ Method-Game and discussion (Game: articles in a bag)
❑ Materials- a bag. Many different articles which are familiar to the participants and are small enough to fit in the bag, a table, newsprint, felt pens, masking tape etc
❑ Objective- participants to be able to
   • State the importance of working together
   • Mention at least two reasons why group members should work together as a team
❑ Steps
   • Brainstorm on what is a group?, can one person do the work of the group effectively?, if you assign a similar job to a group and the same to an individual, who will finish faster and more efficiently? Why?, Why should group members work together as a team?
   • One group member should bring the bag containing the items(Materials). All the articles are put one by one on the table. Each article is identified by name before being placed on the table. All the articles are then returned to the bag.
   • One member of the group is requested to go out with one of the trainers and he/she lists the items from the bag he/she can remember. The rest of the group members with the other trainer to also list the items jointly.
   • The participant outside is told to come back in after 5 minutes. No more listing of the items should go on. The two lists to be compared

□ Processing of the game
  • What happened in the game?
  • Why couldn't one person remember all the articles?
  • How does this relate to our FFS and us as a group?
  • Why is it important for us to work together as a group?
  • What have you learnt from this session?
□ Conclusion- Emphasize the importance of working together

4.7.5 The Dynamics of Group development

For the group to go through the process, there is need for:
  □ Management skills and
  □ Inter personal skills

Level 1: Unformed
□ Group is not formed and lacks structures. Different people have come together but do not know how to work together. They cannot identify their problems

Level 2: Formed
□ A group is formed, leaders are chosen and roles assigned. People have different ideas. Leaders believe they know it all. Most members are confused and not clear of their roles

Level 3: Dependent
□ Group believes it cannot accomplish its goals without help from the outside. Most of the members are able to identity their problems but expect other people to discuss and even solve the problems for them

Level 4: Reactive
□ A group after identifying a problem to solve or a project to accomplish encounters difficulties and puts the blame on one another and often puts initial blame on lack of outside help. They even blame the person who introduced the project.

Level 5: Interdependent
□ The group works well with field workers or advisors. For a time it may need technical advice and how to expand the project. The problems are solved and projects are successfully started. The work of the group is shared.

Level 6: Independent
□ The group and its leaders work well with minimal outside assistance. They can identify and solve their problems and carry out projects. They are also able to identify and properly utilise assistance and assist others.

4.8   TEAM BUILDING

Guide Questions:

❑ Define the term team
❑ What is the difference between a group and a team
❑ How does the team develop
❑ What is the facilitating climate for team development
❑ What factors contribute to effective team
❑ What enhances teamness
❑ How do we keep the team spirit
❑ What practical strategies (ways and means) can we use to enhance teamness in our FFS

4.8.1 Definition
A team is a group of people with a clear objective or goal, shared by all members e.g. a football team (the goal is to win).

4.8.2 What is the difference between a group and a team?

We would call five people sitting in a hotel bar a "group". In this case, they are merely a set of individuals, brought together in the same place at the same time, for a common purpose, i.e. to have a beer.
A team, as in "Rugby team", has a meaning far more specific. To be successful, any team must;
❑ Have a clear objective or goal, shared by all members
❑ Be made up of members committed to this objective
❑ Have members able to work well together
❑ Have members with skills necessary to complete the teams tasks
❑ Be co-ordinated so that these skills are spread throughout the team i.e no individual is continually over burdened with work while other members have little to do

These five points are as important to the teamwork as they are to a rugby or any other team

4.8.3 How does the team develop

The process of team development can be seen as a clock face with the undeveloped team starting at midnight and complete maturity being achieved within 12 hours. A useful way to relate the theory to your own situation is by considering the position on the clock face of a team or teams of which you are a member. Whatever stage of team development you are in, try to assess the degree to which you have worked through it on the path to the next stage.

12.00 – 3.00: Undeveloped team
❑ Feelings not dealt with
❑ Workplace is for work
❑ Established line prevails
❑ No "rocking the boat"

- Poor listening
- Weaknesses covered up
- Unclear objectives
- Low improvement
- Bureaucracy
- Boss takes most decisions

3.00 – 6.00: Experimenting team
- Experimentation
- Risky issues debated
- Wider options considered
- Personal feelings raised
- Increased listening

6.00 – 9.00: Consolidating team
- Experimentation, plus
- Methodical working
- Agreed procedure
- Established ground rules

9.00 – 12.00
- Experimentation
- Consolidation
- Flexibility
- Appropriate leadership
- Maximum use of energy
- Principles considered
- Needs of individual met
- Development a priority

4.8.4 Exercise

- Participants go out and each collect any five things he can come across. The participants are then divided into sub-groups and use the things they collect to construct something without verbal communication
- The non group members are then called in to interpret what was constructed
- Finally the group members interpret what was constructed.

Guide questions:
- What helped to have co-operation
- What hindered co-operation
- What have you learnt about co-operation.

Ask participants to state important things for co-operation

Example:

What helped to have co-operation?
- War (Conflict)
- Leadership
- Abandonment
- Reliable resources
- Flexibility

What hindered co-operation
- Lack of verbal communication
- Conflicting ideas
- Dominance
- Individual interests
- Lack of clear objectives

What have you learnt about co-operation.
- You need common goal
- Enables group to achieve its goal
- Blind co-operation can lead to misuse of resources
- Lack of co-operation can lead to abandonment of projects
- Co-operation can lead to confidence
- Communication is important for co-operation

Important things for co-operation
- Communication
- Trust
- Delegation
- Commitment
- Respect
- Flexibility
- Co-ordination
- Tolerance
- Leadership
- Transparency

4.8.5 What is the facilitating climate for team development?

Team development climate

1. Clear objectives and agreed goals
   - Clear direction
   - Relevance
   - Commitment to achievement

2. Openness and interaction
   - Freedom of participation
   - Freedom of speech
   - Healthy arguments

3. Mutual support
   - Support adds strength

□ Mutual respect

4. Co-operation and conflict
   □ Sharing
   □ Trust
   □ Overcome weaknesses

5. Workable procedures
   □ Decision making
   □ Objective setting
   □ Work allocation

6. Appropriate leadership
   □ Cohesion, openness, trust and mutual support
   □ Flexibility
   □ Delegation

7. Regular review
   □ Checks
   □ Progress
   □ Roles

8. Individual development
   □ Function of individual ability
   □ Opportunities
   □ Positive outlook

9. Good inter-group relations
   □ Cohesion
   □ Communication
   □ Co-operation
   □ Learning

10. Readiness
    □ Organization
    □ Members

4.8.6 What factors contribute to effective team?

Team members----------------- Leader

□ Listening
□ Communication
□ Leadership
□ Objective setting
□ Team building
□ Decision making
□ Problem handling
□ Motivation

4.8.7 What enhances teamness

Team culture "A culture where people feel free to contribute their ideas, where involvement in problem solving and decision making is the norm".

4.8.8 How do we keep the team spirit?

TEAMWORK   -   **CHANGE**

Individual   - Member
                          Firefighting   -Problem solving
                             policing   - Facilitating
                            Reacting   -Planning
                      Fence sitting   -Decision making
                        Holding on   - Delegating
One way communication   - Two way communication
                          Following   -Participation

What practical strategies (ways and means) can we use to enhance teamness in our FFS (Group discussion)

4.9   EVALUATION

It is important that participants evaluate the training to know if the participant's expectations were met.

Format for evaluation
Score the following questions. 1 is the lowest score and 5 is the highest score

Questions	1	2	3	4	5
How well did the course content and coverage meet your expectations?					
How do you score the training materials?					
How do you score the teaching methods/facilitation's?					
How do you score the practical exercises?					
How do you score the field visits?					
How do you score the organization of the training course?					
How do you score the duration of the training course?					
Will the content of the course be of immediate practical importance to your work					

Additional Comments

What went well
What went wrong
General comments

PART V

EXAMPLES OF GROUP DYNAMIC EXERCISES

1. GETTING TO KNOW EACH OTHER

Purpose   Establish rapport among participants.
Develop cohesive working groups.

Materials: Envelope, drawings of objects cut into halves, pencils/ballpens, sheets of paper (Suggestion: draw objects that are IPM related like pests and natural enemies, cows, ox ploughs and yoke etc.)

Procedure: Place one cut drawing of half an object inside each envelope. Give the following instruction:

Enclosed in this envelope are drawings of halves of objects. Try to locate the person who has the other half of the object you picked. When you find her/him, sit with her/him and get the following information: name; occupation; job-related information like specialised skill, previous job experience, training attended, other abilities; and personal information.

Give sufficient time for partners to interview each other. Ask each one to introduce her/his new friend to the rest of the group. Give a time limit of two to three minutes to each participant to introduce her new friend.

When activity is most appropriate:

Use this activity during the earlier sessions of a training activity. Use it during the session on getting-to-know-each-other. The activity helps build immediate rapport between the interviewed and the interviewer. It should help form cohesive working teams through establishment of trust and confidence with a co-participant. Use the activity with agricultural extension workers, community organizers as well as farmers.

2. FINDING ONE'S GROUP

Purpose: Illustrate individuals need to belong, i.e. to be accepted.

Materials: 25 small pieces of paper, Pencil or ballpen.

Procedure: Think of five different kinds of animals. These may be; dog, cat, duck, cow, Goat. Write down one kind of animal on each piece of paper. Make sure to have the same number of paper for all the kinds of animals.

After writing on the pieces of paper, fold each one. Mix the folded pieces of paper together. Then ask each participant to pick one but not to open the paper that he picked.

When each one has picked a piece of paper, ask them to look at the kind of animal written. Nobody should let any one else know what was written on his paper. Nobody should speak to any one else. Nobody should make any sound at all. Participants can only do the action of the animal that they picked and find their group by looking at the actions made by the other members. Process the activity when each participant has found his group.

Ask the following questions of everyone: Do you enjoy the game? How did you feel when you could not find your group? Do you think farmers will want to come back to the farmers' field school if they feel they do not belong? How can we make farmers feel accepted in the field school? Accept all answers.

Accepting all answers will encourage participants to share in the discussion as well as give them the feeling of respect. Emphasize individual's need to belong or the need to be accepted.

When activity is most appropriate

The exercise is most appropriate as an icebreaker in the morning or before the start of the afternoon sessions with a group of 20-25 agriculture extension workers, community organizers and farmers. Use it any time of the day when the group needs to do some perk up activity.

3. THE PLANE IS CRASHING

Purpose: Illustrate individuals need to belong, i.e. need to be accepted.

Materials: None

Procedure: One person, perhaps a volunteer, should serve as the captain. The captain calls out.

"The plane is crashing".

Group yourself into "(The captain may select whatever number he wants to call out.)

As a number is called out, the participants group themselves accordingly. Eliminate persons who do not find groups to join. The game ends when there are only one or two people left.

At the end of the game, ask the following questions to everyone; Did you enjoy the game? How did you feel when you could not be accommodated in any group? Do you think farmers will want to come back to the farmers' field school if they do not feel accepted? How can we make farmers feel accepted in the farmer field school? Accept all answers. Accepting all answers will encourage participants to share in the discussion as well as give them the feeling of respect. Emphasize individual's need to belong or the need to be accepted.

When activity is most appropriate:

The exercise is most appropriate as an ice-breaker in the morning or before the start of the afternoon sessions with a group of 20-25 participants use it, however, any time of the day when the group needs to do some perk up activity.

4. NATURAL ENEMIES, PESTS AND DISEASES

Purpose: Recall names of natural enemies, pests and diseases.

Materials: Chairs

Procedure: Ask the participants to arrange their chairs in a circle formation. When they are settled, give the following directions:

When the name of a natural enemy is mentioned, everybody should sit at attention. When the name of a pest is called out, everybody should change seats. When the name of a disease is said, everybody should stand at attention, their faces showing an expression of shock.

Execute actions quickly. Eliminate participants who are not able to do the actions at the count of three.

When activity is most appropriate:

Use this exercise as a defreezing activity or as a starter for a session on pest, natural enemies or diseases. It is an interesting method to help participants recall or memorize name of pests, natural enemies and diseases.

5. WHISPERING GAME (MESSAGE RELAY)

Purpose: Illustrate the breakdown of communication.
Demonstrate the importance of good communication in undertaking
community projects.

Materials: None

Procedure: Ask all the participants to form a circle. The facilitator then whispers a
message to the first person on his right or to his left. Pass on the message
on, i.e., whisper to the next person and the next until the message gets to
the other end of the circles. Ask the last person to receive the message to
say the sentence aloud. The first person to whom the facilitator whispered
the message will verify the accurateness or correctness of the message.

Relate the activity to good and clear communication as a significant factor
in successfully carrying out community undertakings. People may view the
degree of change in the original message or breakdown in communication
as changes caused by certain hindrances or barriers to effective
communication that affects implementation of community projects.

When activity is most appropriate:

Use the activity as a starter for a session on effective communication or
other topics on communication.

6. BATTLE OF THE SPORTS

Purpose: Demonstrate the value of planning and coordination in successful teamwork.

Materials: None.

Procedure: Divide the big group into four smaller groups. Assign one sport activity/action each to each group. Use the following sports activities/actions:

- Basketball, shoot
- Volleyball, smash
- Football, kick
- Baseball, bat

Point to any one group to start the game. The group should say its sport and its corresponding action thrice before calling out the sport and corresponding action of the group it has chosen to respond. The group that is selected does the same, i.e., say its sport and its corresponding action thrice before calling out the sport and corresponding action of another group. For example the basketball group may say, "basketball shoot, basketball shoot, basketball shoot to football kick". The football group should answer, "football kick, football kick, football kick to volleyball smash", and so on.

Eliminate any group that makes a mistake in calling out or doing the actions of any of the sports activities. The group that not eliminated automatically wins.

When a winner has been identified, ask the winning group why they think they won over the rest. (Expect different answers.) Ask the following questions: why did your group not make any mistake? How did you choose which group you were going to call out next? Did you have a leader? Did you plan out? Accept all answers. Accepting all answers will encourage participants to share in the discussion as well as give them the feeling of respect.

Emphasize the value of planning and coordination for successful teamwork.

When activity is most appropriate:

The exercise is most appropriate as an icebreaker in the morning or before the start of the afternoon sessions. Use it, however, any time of the day when the group needs to do some perk up activity.

7. BUILDING TOWERS

Purpose: State behaviors/attitudes, which contribute to, and which hinder team building.

Materials: 30 pieces of plastic straw for each group. Masking tape and scissors (Put these on a table for everyone to see but not distributed to the groups).

Procedure: Ask participants to group themselves into five smaller groups. Give each group 30 pieces of straw. Tell them that they are given 20 minutes to build a tower. Do not give any elaboration about the tower they are to build. The groups have to discuss among themselves how to go about building their towers. Put a roll of masking tape and scissors in front of the room for everyone to see. However, do not call their attention to these materials. The objective of this is to see how the groups make use of resources that might be available to them.

As each group finishes its tower, write down the time in terms of number of minutes that it took to complete their output. After 20 minutes, announce that the time is up. Ask all the groups to put their towers in the center of the room so that everyone gets a good view of all the outputs. Process the activity.

Parallel the towers to teams or groups. Certain behaviors/attitudes of group members contribute to make a strong team or group. Ask participants what factors contribute so that they completed their towers. Ask them what behaviors/characteristics among group members hindered the completion of the groups' outputs. After discussing weaknesses of the groups, they might want to suggest things to do to overcome weaknesses.

To add fun to the discussion, the towers may all be lined up and an electric fan turned on to see which one will fall down first. It follows that the tower with a wider base will fall last, if it falls at all. Liken this to teams with individual members providing strong bases to their respective groups.

Another point to process is how groups used resources, i.e. masking tape and roll of scissors, which were made available. It is interesting to discuss how some groups did not want to share, some groups were very generous and some groups grabbed the materials from other groups. Discuss sharing of resources/materials in terms of establishing linkages between and among groups to maximized resources.

When activity is most appropriate

The activity is appropriate for a session focussing on behaviours that contribute to and which hinder team building. Because participants talk about their teams in terms of the towers they built, it does not become threatening to talk about behaviours/attitudes that normally may not be comfortable to discuss.

8. LIST AS MANY AS YOU CAN

Purpose: Demonstrate the advantage of working in-groups.

Materials: Pieces of paper, ball pens.

Procedure: The facilitator invites the whole group to listen while she reads a list of twenty wholly unrelated items such as:

Pin	Chair	Blanket	Medicine
Juice	Door	Line	Cake
Phone	Spoon	Care	Bulb
Sea	Cat	Globe	Watch
Ship	Carpet	Light	Flower

After reading the list <u>ONCE</u>, participants are asked to write the items they can recall. At the end of three minutes, ask who among the participants was able to list twenty items, nineteen, and eighteen. Then ask them to work in pairs and give three minutes more for the task. After three minutes, ask again which pair has listed twenty items, nineteen, and eighteen. Next ask them to group into fours to do the same task in one minute. When the time is up, ask which group was able to list all twenty items.

Process the activity when everyone has settled. Ask the following questions: where you able to list more items when you worked alone or when you worked in pairs? Did working with a bigger group result in your being able to list more items? Why was this so? Parallel the exercise with working in the community. Ask the participants if they think more will be accomplished in the community particularly with farmers if they work in teams rather than working alone. Find out why they think so

When activity is most appropriate:

The activity will be most appropriate if the participants are asked to reflect on their experiences in implementing community projects. Ask them to parallel implementation of IPPM with the exercise, i.e., completing the list of 20- items. If a person works alone, she might not complete the list. This is true of community projects. More things are achieved by working together. Members need to cooperate and contribute their share or perform their roles to get more things done.

9. THE TIME TO BE HAPPY IS NOW

The time to be happy is now
and the place to be happy is here
and the way to be happy is to make others happy
and to build a little heaven down here.

Purpose: Serve as icebreaker, i.e., to perk up the group.
Illustrate the need for participation of all members in a team activity.

Materials: Blackboard and chalk or newsprint and marking pen for use in writing the lyrics of the song.

Procedure: Introduce the song. When participants have become familiar with the tune, ask them to omit the words that begin with letter "H".

When activity is most appropriate:

Use the song as a starter in the morning or in a session following a break. Use it with any number of participants.

Ask participants what happens when they omit certain words from the song. Emphasize the parallelism of omitting words from the song to group members who are absent from a team activity, i.e., how their absence affects the team's work.

10. POTATO EXERSISE

Purpose:

- This exercise is useful early in the workshop to get people to share feelings about themselves and their relationship with others in a non-threatening way and thus build trust. It can also be a lot of fun. It is best to use it in the evening.

Procedure:

- The group sits in a circle and each person chooses a potato from a basket passed around. The potatoes should be more or less the same size.
- Ask them to examine their potatoes carefully. Look at your potato, get the feel of it, its weight, its smell, its peculiarities.
- Discuss the characteristics of your potato with the person next to you. Be able to recognize it with the eyes shut, for you will have to find it from among all the other potatoes in this group with eyes shut.
- In twos, one person shuts eye, the other holds both potatoes. The one with the eyes shut must pick his/her potato. Reverse procedure.
- Do this in groups of 4
- Finally the whole group sits in a circle. The potatoes are collected, and then passed from hand to hand behind people's backs. (This has the same purpose as shutting the eyes). As each person recognizes their own potato, they keep it without looking at it. Keep passing the potatoes around until all are claimed.
- The game ends when all (or at least the majority)have claimed their potato

Discussion questions

- What was your impression when you were given your potato? What did you do to identify yours
- What feelings did you experience during the process?
- What have I learnt about myself?
- What have I learnt about relations with others?
- What are the implications of this exercise for living together ina community?

Materials

- At least one potato for each participant and a large basket

11. WHAT IS IN THE BAG

Purpose:
❑ To make participants understand the importance of working together as a team

Method
❑ Game and discussion (Game: articles in a bag)

Materials
❑ a bag. Many different articles which are familiar to the participants and are small enough to fit in the bag, a table, newsprint, felt pens, masking tape etc

Objective
❑ participants to be able to
  • State the importance of working together
  • Mention at least two reasons why group members should work together as a team

Steps
  • Brainstorm on what is a group?, can one person do the work of the group effectively?, if you assign a similar job to a group and the same to an individual, who will finish faster and more efficiently? Why?, Why should group members work together as a team?
  • One group member should bring the bag containing the items(Materials). All the articles are put one by one on the table. Each article is identified by name before being placed on the table. All the articles are then returned to the bag.
  • One member of the group is requested to go out with one of the trainers and he/she lists the items from the bag he/she can remember. The rest of the group members with the other trainer to also list the items jointly.
  • The participant outside is told to come back in after 5 minutes. No more listing of the items should go on. The two lists to be compared

Processing of the game
  • What happened in the game?
  • Why couldn't one person remember all the articles?
  • How does this relate to our FFS and us as a group?
  • Why is it important for us to work together as a group?
  • What have you learnt from this session?

Conclusion
❑ Emphasize the importance of working together

12. FATHER ABRAHAM

> Father Abraham has many sons,
> Many sons has Father Abraham
> I am one of them and so are you,
> So let's just praise the lord.

Purpose: Serve as icebreaker, i.e., to perk up the group.

Materials: Blackboard and chalk or newsprint and marking pen for use in writing the lyrics of the song.

Procedure: Introduce the song. When participants have become familiar with the tune, ask them to sing while performing the following exercise:
- ❑ Left hand
- ❑ Right hand
- ❑ Left leg
- ❑ Right leg
- ❑ Node your head

When activity is most appropriate:

Use the song as a starter in the morning or in a session following a break. Use it with any number of participants.

13. THE NUMBER GAME

Objectives

❑ To illustrate the power of non-verbal communication
❑ To form new groups

Materials: None

Time: 10-15 Minutes

Procedure

1. Count the number of participants in advance. Calculate various combinations for sorting the participants into different size groups (for example, for a group of 50, 10 groups of the people).
2. Clear the Centre of the room or find an open space outside
3. Ask all participants to stand together and not to speak.
4. Ask them to form X groups of Y people as fast as possible. You may encouragement and telling them to move quickly. Then ask them to form another combination of people. Continue to call combinations according to your prepared list.
5. Conclude with the pie-planned number of groups you require for next workshop session.

Comments

Select different number combinations that mix participants into groups of various sizes. This forces individuals to leave certain groups and join other very quickly. This mixing and sorting can go on for some time, until the correct size groups have been formed. For example, if you have a group of 26 people and you want to form five groups for the next session, you will need to conclude the ""Numbers Game" with the participants in four groups of five and in one group of six, or some similar combination. Hence, you can ask them to form themselves into the following combinations until you reach the required arrangement.

❑ groups of 13
❑ groups of 4 and 1 group of 2
❑ groups of 3 and 2 groups of 4
❑ groups of 7 and 1 group of 5
❑ 2fgroups of 9 and 1 group of 8
❑ groups of 5 and 1 group of 6 END

14. COUNTDOWN

Objectives

❑ To energize participants
❑ To help reflect on the impact of simple, externally determined rule

Materials: None

Time: 5 minutes, perhaps several times over a period of two days.

Procedure

1. Ask the participants to stand up and form a circle. This can be done anywhere, even in the classroom without moving and furniture, as no one will be asked to move.
2. Tell the participants: We are going to do something very easy…. Count to fifty. There are only a few rules. Do not say 'seven' or any number, which is a multiple of seven. Instead clap your hands. After someone claps his or her hands the order of the number calling is reversed. If someone says seven or a multiple of seven, then we have to start again."
3. When, inevitably, someone accidentally says seven or a multiple of seven, or they forget to reverse the order of counting after someone claps, then start up the counting at another part of the circle.
4. After a few minutes and a few laughs, stop the exercise and tell everyone that we'll try it again later.
5. At another moment when people need some refreshing, get people to do the exercise again.
6. Repeat this 3 or 4 times before the debriefing.

Comments

In the debriefing, ask the group:
❑ Why was the exercise so difficult?
❑ What is the relevance of this for your work?

When you first give the instructions, the group says "No problem, Let's do it". They soon realize, however, that something, which everyone assumes, they can do comfortably becomes amazingly complex when a few externally determined rules are changed. The key learning point is that when we interact with local people, we often impose rules, which are unfamiliar to the, making it difficult for effective communication

15. SABOTEUR

Objectives

❑ To show how communication and group work can be easily disrupted
❑ To create a group strategy for recognizing and dealing with sabotage.
❑ Also successful as an equalizer and as an energizer

Materials: Groups of three chairs.

Time: 15 minutes or longer, depending on the length of feedback

Procedure

1. The participants are divided into threes. Within each sub-group, they have to fill three roles – the speakers the listener and the saboteur. The speaker and listener face each other to talk, while the saboteur can move. The speaker is asked to describe some aspect of their work or life to the listener. The saboteur is asked to try to sabotage (i.e. disrupt) this discussion in any non-violet manner.
2. Roaming saboteurs can move between groups. These may be you, the trainer, plus any others who did not join groups when the full group was divided.
3. After two minutes ask participants to change roles. Then again after two more minutes, as it is essential for all participants to have the opportunity to play all three roles. Everybody should know what it feels like to be a saboteur and to be sabotaged.

Comments

Discussion after this exercise is essential. To establish a group strategy, it is necessary to get participants to reflect on how they felt:
❑ What was it like to be a saboteur or to be sabotaged?"
❑ Did you find it easy or difficult to disrupt the conversation?"

Then asks everyone to call out the different types of saboteur they experienced or have experienced in the past, and write these on a flipchart. Examples include: dominance, rigidity, interruption (answers/questions), joking and not being serious, rudeness, silence, taking over with enthusiasm and physical distraction by fidgeting.
Then ask the participants to reflect on ways to deal with such sabotage, i.e. sabotaging saboteurs:
❑ How have you or could you deal with saboteurs?
❑ What are the ways groups can deal with saboteur individuals?

Write these strategies on another sheet. Examples include: ignore politely: polite/clear interruption: stop the discussion: talk it out (publicly or personally): acknowledge and postpone divert attention – form sub-groups or set task: use saboteur for debate: ask other for help: allow it: walk away. These can be stuck to the wall for all to see and can be referred to during the rest of the workshop.

This exercise and discussion may be especially useful if there are particularly disruptive members of the group. Such an exercise may be an opportunity for them to reflect on

their behaviour and for the group to develop ways of dealing with the disruption. It can also prepare the group well for potentially difficult interviewing situations in the field.

More important, however, it introduces the notion of sabotage to the whole group, as well as focusing on strategies to deal with it. During the rest of the workshop, it is likely that participant's will self-regulate without any trainer input needed. Any group interruption will be greeted by calls of "sabotage".

16. KNOTTY PROBLELM

Objectives

❑ To demonstrate to participants that groups empowered to solve their Own problems are much more successful than if instructed by outsiders.
❑ To energize the group

Materials: None

Time: 10-15 Minutes

Procedure

1. Select one, two or three participants to act as managers. They are asked to l eave the room while; you instruct the rest of the group.
2. Ask the remaining participants to hold hands in a circle and tie themselves into as entangled a not as possible. They must not let go of each other's hands at any cost.
3. Tell the participants to follow the managers' instructions literally and not make it easier for them by doing what they have not been told to do.
4. Once the knot is complete, the managers are asked to return and to unravel the knot within three minutes, using verbal instructions only.
5. Instruct the managers to hold their hands behind their back. The are not allowed to touch the group, only instruct them verbally.
6. The first attempt is generally not successful and sometimes even produces a more complex knot. Now repeat the exercise with the managers participating in the knot. When the knot is ready, simply ask the participants to "get out of the knot yourselves".

Comments

The second untying process is usually much quicker. Ask participants to comment on what relevance this has to the real world. You can raise various issues.

❑ What do the game tell us about the role of outsiders/managers and insiders (in the knot)?
❑ What does the exercise tell us about the effectiveness of outsiders and managers in organizing people?
❑ What does the game imply for facilitating participation in community development?

17. TRUST WALK

Objectives

- To illustrate the importance of trust in the way people build relationships.
- To give an opportunity for individuals to look at their leadership and rapport-building skills.

Materials: none

Time: 40 minutes

Procedure

1. Divide participants into pairs by asking individuals to select someone they have not yet worked with.
2. In each pair one person leads and the other follows, keeping their eyes closed. The leader takes the follower by placing one hand on their shoulder or under their elbow and guiding with a supportive hand.
3. The exercise is carried out in silence.
4. The leader takes the follower around the area at the follower's pace, and guides them towards touching, feeling, holding, sensing any object or surface that is safely available (this may include objects and other people).
5. As the trainer, you can introduce other noises, smells, and objects for heightened sensitivity.
6. After 10 minutes, partners swap roles.
7. Feedback can be in plenary, or in new pairs.

Comments

After both trust walks, participants are asked how they felt in the two roles. During the debriefing, discuss issues such as trust, awareness, inner dialogue, sounds, smells, touch. Feel, mental pictures, rapport building. The chosen area must be safe and free of interruption from outsiders.

18. GROUP PROBLEM SOLVING AND TEAM CONTRACT EXERCISE

Objectives

❑ To give participatory field teams the opportunity to develop their own norms of behaviour.
❑ To develop team contracts.

Materials: prepared sheets with "What would you do if?" questions

Time: 45-90 minutes.

Procedure

1. Divide the group into small groups of up to five people. Ideally these should be the groups that are going to work in the field together.
2. Hand out the prepared sheets of questions to the field teams. If you have more than one group, allocate specific questions to each group (see examples for four groups below). Ask them to consider what they would do if they encountered these problems in the field.
3. When each group has considered their strategy for dealing with each problem, ask them to report back to plenary. When all the problems have been discussed, including comments from other sub-groups, ask each group to agree a team contract amongst themselves. This team contract is based on the discussions and will serve as a code of conduct for the field.
4. After the team contracts have been made, encourage everyone to write theirs in the back of their field notebook. You can also ask them to share it with the other groups.

Comments

The questions should contain a mix of problems relating to both group dynamics and difficulties related to using various participatory methods in the field. All of the 27 questions given as examples are problems that have arise in real fieldwork.

The success of this exercise lies in anticipating problems related to fieldwork and dealing with them before they occur. In this way teams will know better what to do when such situations arise. Discussion is usually most animated amongst participants who have field experience, as they will illustrate problems and strategies with stories from there past.

Having the contract in their notebook means that problematic team members can be encouraged simply to look at and stick to their contract, rather than be confronted directly with their behaviour. These 'rules' help to guide the teams through small crises as members ask each other to "Remember rule 91" or simply say: "team contract".

Sample Questions for rural areas

Group 1: what would you to IF

1. In a small group interview the informants are very silent, unresponsive and reluctant to answer your questions.
2. Part way through a small group interview, some farmers say they must leave to attend to other matters?
3. A member of your team is late again in the morning and the other members are irritated?
4. A team member is over enthusiastic and keeps interrupting the farmers when they are speaking?
5. On the final day of the fieldwork, important new information arises which contradicts an earlier key finding?
6. In the review meeting with farmers, the local leader tries to control the choice of research priorities?
7. You arrive in the community planning to begin with mapping and modeling, but the team is nervous and unsure how to start

Group 2. What would you do IF…

1. A farmer calls you over as you are walking back to the vehicle looking forward to having something to eat and drink?
2. In front of a group of farmers, one member of your team contradicts what one of the farmers has just said?
3. The majority of people in the village in which you have been working identify income generation, soil and water conservation, and rural roads as more important than the work your institution is focusing upon?
4. One team member is frequently giving negative criticism in team discussions?
5. You realize by the end of the second day that very few women have been interviewed although they appear to be actively engaged in farming activities in the catchment?
6. One of your team members wishes to leave the day before you complete the fieldwork
7. A very senior member of staff of your organization wishes to attend the fieldwork to observe the participatory methods. As he/she knows little of the attitudes require for good participation, you fear she/he will simply lecture the farmers.

Group 3: what would you do IF…

1. After the initial briefing of your team, during which they appeared to have a good gasp; of the concepts and objectives, they do not seem to know how to begin using the methods on arrival in the village?
2. The information received from the women farmers largely contradicts that collected from the men?
3. One of your team members accuses another of making an offensive remark and refuses to work with that person?

4. Towards the end of the day you meet a farmer who knows a great deal about experimenting on livestock but one of your team members are too tired to interview that person, and would rather return home?
5. One team member is not participating at all in the team discussions at the end of the day, during which the day's information is being analyzed and the next day's checklist developed?
6. An official, who has accompanied your team to the community, misrepresents the purpose of the participatory work to the community?

Group 4: What would you do IF…

1. You have asked a group of farmers to create a mode of their village but they do not seem to know how to begin?
2. One team member is taking a condescending and patronizing attitude towards the farmers and tends to lecture rather than listen?
3. You return from your transect walk to find that the village map has been produced entirely by the other members of your team without active farmer involvement?
4. During the matrix ranking and scoring, the more articulate and better dressed male farmers dominate the discussions about local farming priorities?
5. The information you collect during the participatory analyses seems to contradict your secondary data sources?
6. Upon completion o f your social mapping, you discover that none of the poorer farmers in the catchment have any of the technologies developed by your research station on their land?
7. One of the team wishes to work alone with farmers, and so is often late back to the group?

19. CHAIRS

Objectives:

❑ To show participants how to manage conflict by turning it into cooperation.
❑ To help them focus on the possible differences in the interpretation of instructions.
❑ To make participants aware of cultural differences in handling conflict.

Materials: Three instructions (see below), copies of each for one third of the participants. A room without tables, but with a chair for each participants.

Time 30-45 minutes.

Procedure

1. Explain to the participants the relevance of this exercise by referring to its objectives. Then give each participant one set of instruction (either A, B or C), distributing equal numbers of the three different instructions. Tell them not to show their slip of paper to other participants, as this will defeat the purpose of the exercise.
A. Put all the chairs in a circle. You have 15 minutes to do this.
B. Put all the chairs near the door. You have 15 minutes to do this.
C. Put all the chairs near the window. You have 15 minutes to do this.

2. The trainer tells everyone to start the exercise, following the instructions they were given

Comments

The analysis focuses on aspects of non-aggressive conflict resolution. The instructions cannot be carried out unless people with identical instructions coop0erate. The sub groups cannot carry out their instructions unless they cooperate. Several solutions are possible:

1. Putting all the chairs in a circle, between the door and window:
2. Consecutively putting all chairs in a circle, then near the door, then near the window.
3. Disobeying part of the instructions, by putting one third of the chairs in a circle, one third near the door, one third near the window:
4. Renaming the situation, by hanging two newsprint sheets in the middle of the room, on one of, which is written "Window". And on the other "Door".
5. Disobeying the instruction entirely.

This exercise has great scope for creative conflict resolution. Groups often burst into frantic action, use force and sometimes carry chairs with other desperately sitting on them to their corner. When some participants are trying to find a cooperative solution, others can be seen continuing to collect and defend their chairs. This in turn frustrates the co-operators, who forget their positive intentions and join the argument.

Relevant questions for the analysis include:
❑ What did you experience when playing this game?

- Did you feel that the chair you were sitting on was yours, to do with as you pleased?
- How did you relate to people who wanted something else? Did you cooperate, persuade, argue, fight or give in?
- If you confronted others, then how did you do this?
- Did you follow instructions? When did you interpret them as you did?
- Did you see them as an instruction to be carried out whatever the cost and to the exclusion of others? Why?
- In what way does your cultural background influence your feelings about instructions? Has culture influenced the way you behaved in situation?
- How would you handle this assignment if you did it a second time?
- Can you relate what happened here to real life situations?

20. COOPERATIVE SQUARES

Objectives:

❑ To experience and analyse some of the elements of cooperation, for individuals to look at their own behaviour when working in a group.

Materials: A table for each group of five people, and five envelopes containing pieces of card as indicated in the figure below.

Time: About 1 hour (5 minutes introduction, 20 minutes task, 20-30 minutes evaluation).

Procedure:

1. Prepare the cards. For each group of five people you will need five envelopes labeled A, B, C, D and E, and five pieces of thin card 15 cm square. It helps if each group has a different colour and if the envelopes are labeled with the colour ("pink A, Pink B, Pink C', etc.). For each group, cut their five squares exactly as shown in the figure. All the cuts are either to a corner or to the middle of a side. It is essential that you measure and cut accurately. Label the pieces as indicated, and put the pieces into the corresponding envelopes.

2. Start the exercise by explaining that this exercise allows us to look at what is essential for successful group cooperation. Ask the participants to form groups of five and to sit around a table. (It is possible to have one extra person to observe each group).

3. Then read the instructions to the whole group:
   Each of you will have an envelope, which has pieces of cardboard for forming squares. When I give the signal to begin, the task of each group is to form five squares of equal size. There are two important rules.
   i.   No one may speak or signal the task must be done in silence.
   ii. No one may take or ask for a piece from any other person, but they may give pieces to others.

4. The task is completed when each individual has before her or him a perfect square of the same size as those in front of the other group members.

Comments

Looking at the diagram of the five squares, it seems very easy. But trainees usually end up with three or four squares and odd bits, which just won't fit together. Participants come to realise that their individual desire to produce one square is secondary to the group task of completing five squares. Personal success does not always equal group success, and may actually be impeding the group goal. A good solution for one person may in fact obstruct a good one for the group as a whole.

Within the rules of the game, each group can make its own rules. For example, all the members might decide (without talking – or gesturing) to give all their pieces to the fifth. That person then does not have to wait for the others to give one piece at a time – but it is limiting, as it is not possible to use the other' help.

It is important to spend some time on feedback from this exercise. The trainer may elicit responses from the groups by asking:
❑ What happened? Was the task achieved quickly? Why not?
❑ Did the group cooperate? Would increased cooperation have speeded things up?
❑ What roles did different people in the group play?
❑ Did anyone feel frustrated? How did they deal with this?
❑ Did anyone break the rules? How?
❑ What did the observers notice?

This may be a good point to discuss the roles played by different group members.

21. ROPE SQUARE

Objectives

❑ To explore how a group works as a group in a difficult task
❑ To illustrate how people adopt different roles in a group.

Materials: A piece of rope that is tied so that it forms a circle, sufficiently long so that half the total group can hold onto it with both hands

Time: 20-30 minutes.

Procedure

1. Divide the group into two – the silent observers and the square formers.
2. Lay the rope in a circle on the floor in the middle of the room.
3. Ask the square-forming group to stand in a circle around the rope. The observers' should stand back and watch in silence.
4. Ask the square-forming group to pick up the rope circle with both hands.
5. Ask the square-forming group to close their eyes and walk around in a circle a couple of times so that they become somewhat disorientated.
6. Then ask the group to form a perfect square with the rope (without looking).
7. The other group should observe the dynamics, without commenting.
8. Change the roles of the groups, and then debrief.

Comments

This is potentially a very powerful exercise, revealing a lot about the different types of actors within a group, including leaders, saboteurs, etc. There are almost always too many leaders. Use the discussion to draw these points out:

❑ Who felt frustrated?
❑ Were the instructions, givens by other group members clear?
❑ How did you respond to contradictory orders or requests?
❑ Who took the lead? Why? When?
❑ Who played a bridging role?
❑ Who kept quiet?
❑ Who cross-checked and evaluated orders from other?

The intention is not to make the evaluation personal, but to point out the range of qualities of members of a group and how they interact successfully and unsuccessfully in completing a difficult task. A variation is to ensure that participants do not speak. This makes it more difficult.

22. EXCLUDING NUMBERS

Objectives:

❑ To identify various roles played by individuals in the group.
❑ To explore issues of indecision and exclusion amongst a large group

Materials: none

Time: 20 minutes

Procedure

This is a variation on the "Numbers Game" dynamics (see page 87)

1. The trainer nominates a caller, and no other person is allowed to speak.
2. The caller then shouts out number combinations, such as twos, threes, fives. This may produce the correct number of groups of the desired size, or lead to the exclusion of individuals.
3. The stranded individual can either leave the exercise and sit down, or join a group so making the total incorrect.
4. The caller continues to call out the desired group sizes until the same person leaves or someone else decides to move or leave.
5. The exercise continues until only two people are left.

Participants are asked to explore how they felt when they were excluded
❑ Did you sit down immediately?
❑ How difficult was it to join a formed group, and so disrupt it?

Participants are asked how they felt in stable groups:
❑ How did you feel when some one tried to join you?

This exercise is helpful to trainers in the identifying of roles played by individuals in the group – who are the victims? Who never gives up? One variation is for the trainer to join in, and stand still the whole time, never leaving to sit down.

23. WATCH IT

Objective:

❑ To enable participants to observe non-verbal behaviour more effectively.

Materials: None

Time: 20 minutes;

Procedure

1. Participants are asked to form pairs (A & B) who work together.
2. A assumes any position they wish. B observes it and tries to memorize it –body posture, position of arms and legs, position of hands and feet, tilt of head. Then B turns around.
3. A changes one detail in his/her position. B turns around again, and tries to detect what has been changed.
4. A and B swap roles.
5. Repeat several times.
6. The trainer should emphasize that initially A and B should make changes which are easy to detect, but that subsequently the changes made should be more subtle and difficult to detect.

Comments

The plenary discussion can focus on questions such as:
❑ What is easy and what is difficult to spot, and why?
❑ What is required to be a good observer?

Most people pay most attention to legs, and facial expressions. They are far less observant of total body posture, and tend not to notice whether a person sits straight or is slouched. Yet posture is particularly important in judging someone else's attitudes and feelings.

24. DRAWING BRICKS

Objectives:

❑ Too show how difficult it is to transmit information using only words
❑ To compare the ease of one and two-way communication

Materials: Two sheets of paper with the figure with the bricks

Time: 10-15 minutes

Procedure:

1. Ask for one volunteer. Sit that person with her/his back to the rest of the group.
2. Give the volunteer the sheet with the figure on it and make sure no one else in the group can see it.
3. The volunteer is then asked to explain verbally to the group what he/she sees, giving only verbal instructions on how to draw the figure. The rest of the groups are asked to draw what they are told by the volunteer. The volunteer is not allowed to gesture, turn around etc.
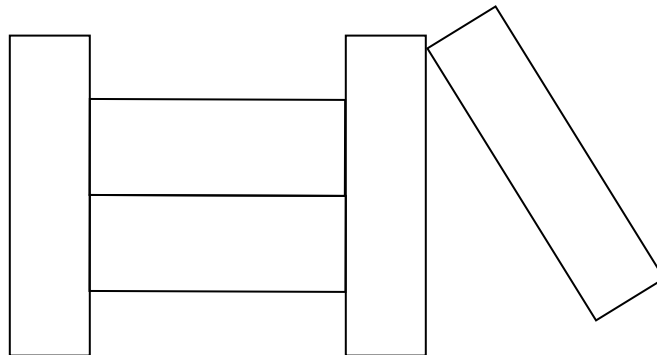
4. In the first phase of the game, the rest of the group are not allowed to ask questions; they must draw the diagram in silence. When the volunteer has finished the instructions, hand the second sheet to him/her. It is the same picture but the others will not know this.
5. The group is asked to start a new sheet of paper and the exercise is repeated, but this time the group can ask questions and the volunteer is allowed to answer verbally (she/he is still not allowed to use her/his hands etc.). At the end, the various diagrams are compared with the original

Comments

If time is short, this exercise can stop after the first phase as a demonstration of the difficulties of one-way communication, Debriefing should concentrate on discussion of the relative ease of one and two-way communication and the difficulties of only verbal compared to a combination of verbal and non-verbal communication. The following question can be discussed:

- At what point did the rest of the group get confused?
- What assumptions was the volunteer making?
- What would have made it easier for the group to understand (analogies such as bricks, geographic directions)?

This diagram is good because, if described clearly it can be drawn accurately. If other diagrams are used they; should; not too difficult. They should be quite structured and it should be possible for the volunteer to make analogies with the object.

25. FOLDING PAPER GAME

Objectives

❑ To demonstrate that it is easy for even simple instructions to be misinterpreted by the recipient, especially if ambiguous words are used, or the recipient does not (or cannot) ask for clarification

Materials: Several sheets of paper (square sheets are most interesting, as ingenious participants could choose to fold it from corner to corner, thus creating a triangle).

Time: 5-10 minutes

Procedure

1. Select four participants (or ask for volunteers) and ask them to stand in the front of the room, facing the remaining group.
2. Give each of the four a sheet of paper and these two rules:
   - Each person must close their eyes during the exercise
   - They may not ask any questions.
3. Instruct them to fold their paper in half and then to tear off the bottom right corner of the paper. Tell them to fold the paper in half again and then to tear off the upper right hand corner. Tell them to fold the paper in half again and then to tear off the lower left-hand corner.
4. Instruct them to open their eyes and display the unfolded paper to each other and the audience.

Comments

There is a great probability that they will not all be the same. Use the following questions to start the debriefing:

❑ What words in the instructions could be interpreted in different ways?
❑ How could the directions have been clearer to reduce the ambiguity?
❑ How can we encourage people ask for clarification when they do not understand something?
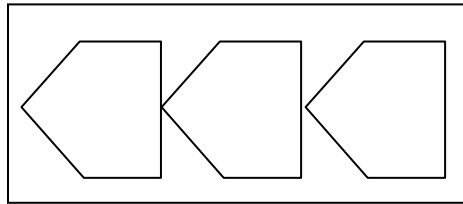
26. SEEING THE K'S OR THE H'S

Objectives:

❑ To demonstrate how recent events influence the way we see the world.

Materials: flipchart/chalkboard

Time: 5 minutes

Procedure

1. Exhibit this diagram on a flipchart or chalkboard.

2. Ask your group: 'What do you see the chances are you will get responses like "arrows"; "three houses on their side"; increasing importance to the left"; "go to the left'; etc.

3. When you get the response: "two Ks'" immediately highlight the two Ks and go on with the exercise by exhibiting the second diagram
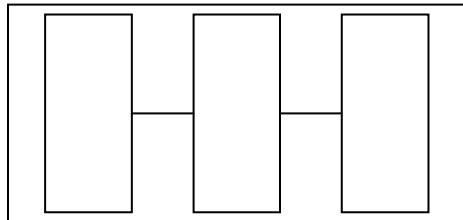
4. Then ask them: Now what do you see: Very likely, you will get the response "two H's" immediately. Now ask the group: "Would you have seen the H's if someone had not first pointed out the K's?"

Comments

It is best to prepare the diagrams beforehand, as the process of drawing them can reveal the K's and H's too soon. Ask the following questions:
❑ Why did you see the H's more easily than; the K's (You were conditioned by what had just happened. the eyes sees, but the mind evaluates).
❑ In your work with people, in what ways is your eye seeing one thing and your mind another?
❑ In your work, have there been an occasion when what has recently happened has influenced the way you observed or reacted? (Recent diagnostic of disease).

27. WHICH WATCH? WHOSE SHOE?

Objective:

❑ To demonstrate that people are often not observant about things they see regularly.

Materials: a non-digital watch or participant's shoes

Time: 5 minutes

Procedure:

A: The Watch

1. Ask someone in the group if you may borrow their watch for a moment. (Caution: make certain it is a non-digital type)
2. Tell that person (after receiving the watch) that you would like to test his or her powers of observation, and ask the entire group to play along with the individual whose watch you are using, by covering their own watches.
3. Tell the individual to assume that the watch was lost and you found it. But, before you return it, you want to make certain the watch can be identified as being theirs. Some questions include: ""What is the brand name? What colour is the face? Is there anything else printed on the face? Does it have Roman or Arabic numerals? How many numerals are shown? Does the watch have the date and/or day on it? Is there a second hand?
4. If the group of silently responding as the volunteer attempts to answer the questions, then the key learning point is more easily made: that most people cannot totally and accurately describe their own timepiece even if they look at it dozens of times a days.

B: The Shoe

1. Ask participants to tuck their feet under the table or chair and not to look at them.
2. Ask them to sketch quickly the main features of their shoes, indicating colour, way it is fastened, size and shape of heel, stitching, etc. Allow them up to five minutes before asking them to look at their shoes.
3. The point is easily made that observing items used daily is not a well-developed skill in most people.

Comments:

You may want to ask the group:
❑ Why aren't we more observant? (Time pressure? Lack of concern? Taking things for granted? Something else?)
❑ Have you seen incidents where people have overlooked common place things and problems may have resulted?
❑ What is the value of observing the apparently "ordinary" in a participatory context?

28. ROLE PLAY FOR CREATIVE EVALUATION

Objective:

❑ To evaluate a session or workshop in a relaxed and creative way

Materials: None

Time: Preparation: 30 minutes: conduct of play: 10-30 minutes.

Procedure

1. Tell participants early in the workshop that you would like to ask them to engage in an innovative way of evaluating the workshop when it comes to the end.
2. Ask them to think about preparing a short play, role-play or cartoon that would say something about what has been happening in the workshop.
3. Give participants time to prepare near the end of the workshop.
4. Open up a session for the role plays/short plays.

Comments:

These are often funny pieces of cutting satire that tell trainers more about the workshop than any mood meter or formal evaluation form. The format allows participants to say things they could not say in a more formal way.

PART VI

TYPICAL TOT TRAINING PROGRAMME (2 WEEKS)

| DAY	TIME	TOPIC
1	AM	Welcome Address Overview of the training programme Training logistics Participatory Introduction of Participants Leveling of expectations Setting of learning norms
	PM	Historical background of FFS Methodology What is FFS Objectives of FFS Principals of FFS Key characteristics of FFS Approach
2	AM	Steps in Conducting FFS (Classical approach) Concept of Ecosystem Field work on Ecosystem concept Presentation & discussions of fieldwork Concept of what is this/what is that Field work on what is this/what is that concept Presentation & discussions of fieldwork
	PM	Concept of AESA Field work on AESA concept Presentation & discussions of fieldwork
3	AM	❑ Organization and Management of FFS Project Conditions Group discussions and presentation on Conditions for a Successful FFS Groundworking Group discussions and presentation on Site selection and Selection of participants Participants grouping and class
	PM	❑ Organization and Management of FFS Continued Field school schedule Discussion on Format for FFS field visit feedback
4	AM	Visit to FFS
	PM	Processing, Presentation and discussions on FFS visit Non formal education approaches

5		AM	Visit to FFS
		PM	Processing, Presentation and discussions on FFS visit Presentation and exercises on Group dynamics
6		AM	Participatory discussions on Facilitation Skills and exercises for group discussions &presentation. Discussion on FFS Field Guide
7 Sunday			Rest day
8		AM	❑ Participatory discussion on Participatory Technology development(PTD) Definition & Considerations in establishing PTDs in FFS sites Steps in establishing PTD in FFS Sites Group Discussion on PTD Exercises
		PM	Group Discussion on PTD Exercises Continue Presentation and discussions of Group exercises on PTD
9		AM	Visit to FFS
		PM	Processing, Presentation and discussions on FFS visit Discussions on FFS Fieldday Discussion on Graduation
10		AM	Participatory discussions and exercises on leadership Participatory discussion and exercises on Folk Media Discussion on grant proposal format
		PM	Participatory discussions on report writing and documentation in FFS Discussions on group organization and team building
11		AM	Assessment of strength and weakness of FFS and things to do to overcome them (FFS Problems, lessons learned and opportunities) Action Planning & Workplan for follow-up activities
		PM	Presentations and discussions of action plans & Workplans Preparation of graduation ceremony
12		AM	Evaluation of TOT course Preparation of graduation ceremony continue
		PM	Graduation ceremony Closing

What is important to note here is that all the activities and topics undertaken during the TOT training have to be hands on, involve field and classroom exercises and practicals. Lecture type sessions should be avoided at all costs. Also all the participant of the TOT undertake all the activities and lead a pilot FFS as part of the TOT before fully graduating into a FFS Facilitator.

ANNEX I

SCALING UP AFTER TOT

Below is a graphic showing of how fast FFS can spread from one TOT
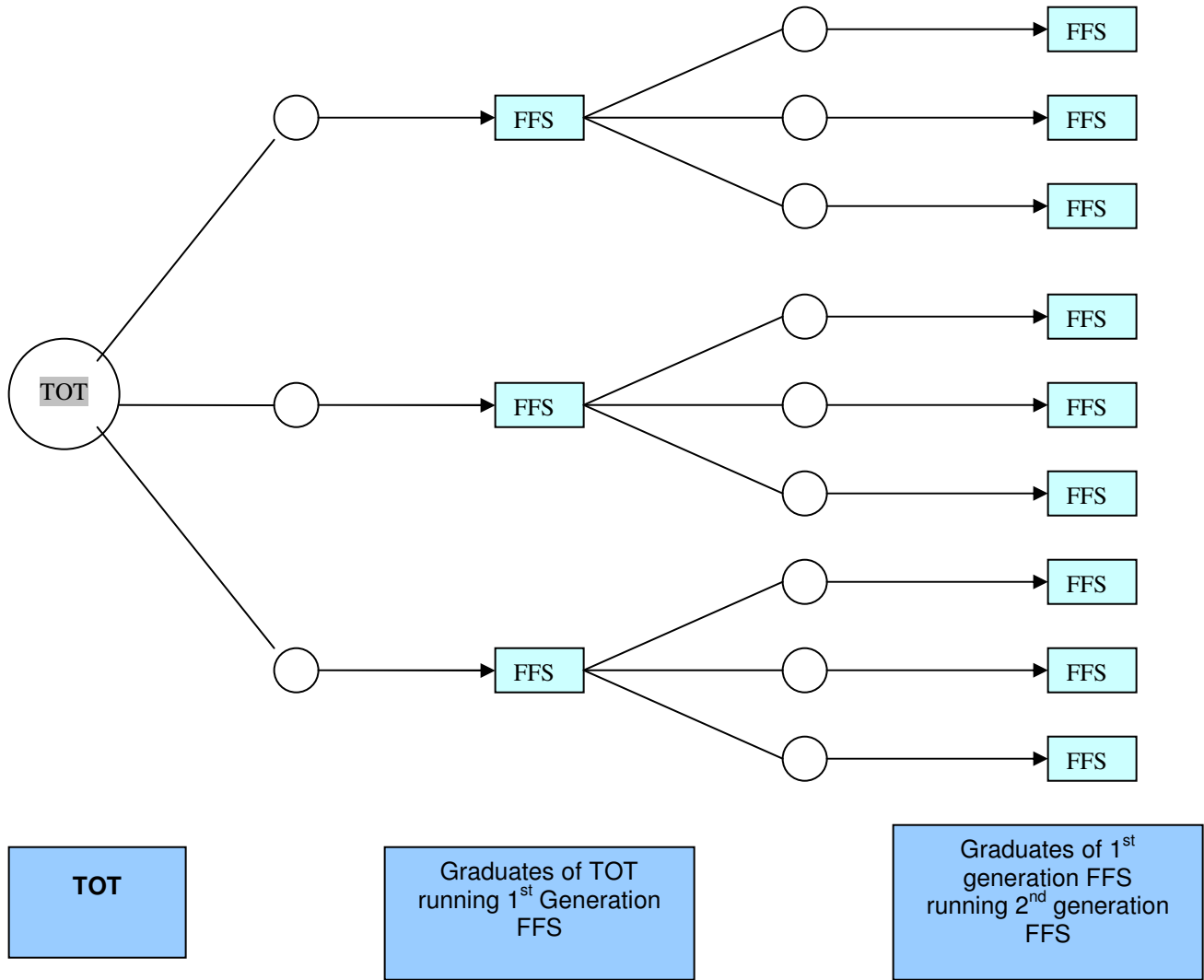
From the graphic diagram above it can be seen that one TOT can result in a lot of FFS over time. Graduates of TOT will run the 1st generation FFS and after members of these FFS graduate some of them can also go on to set up other FFS (the so called 2nd Generation FFS). From this it can also be concluded that the cost of a TOT is therefore spread over a large number of beneficiaries and should therefore be seen as a cost-effective up-front investment.