

6. Monitoring FFS

Monitoring FFS

Monitoring means continuous observation, reflection and correction of activities. It allows us to see progress and changes when farmers implement the practices and knowledge learned in the FFS. In an FFS program, monitoring is necessary at various levels: by farmers, FFS facilitators and FFS program managers. Each level of actor will be interested and involved in monitoring different activities using different tools, as outlined in Table 7.

Table 7: Cocoa ICPM FFS monitoring activities and tools

Who	What to monitor	Monitoring tool
Farmers	<ul style="list-style-type: none"> • Changes in labour, input use etc. • Pod harvests 	<ul style="list-style-type: none"> • Getting to know each other • AESA • Monitoring pod harvests on FFS plots exercise • Estimating the profitability of ICPM practices • FFS impact evaluation
Facilitators	<ul style="list-style-type: none"> • All of the above • Participants' background • FFS attendance 	<ul style="list-style-type: none"> • Attendance record sheet • Getting to know each other • Ballot box results • Follow-up visits to participants' farms
FFS program leader	All of the above	<ul style="list-style-type: none"> • Facilitators' session reports • Report on getting to know each other exercise • Facilitators' end of FFS report

Participants' bio-data

Participants from the same or nearby villages may already know each other but it is important for them to find out what they share in common as a group and how they differ. It is also important for the facilitator to have personal information on

each participant at the start of the school to be able to adapt the training to their needs. For example, facilitators need to know how many participants are registered in the school, which participants, and how many, are literate, which language they speak etc. FFS program leaders also need personal information on participants to allow them to assess what type of farmers they are training. It is the facilitator's responsibility to summarize participants' personal information and submit it to the FFS program leader.

Assessing farmers' knowledge at the start and end of FFS

Assessing farmers' knowledge before and after the FFS allows us to assess the impact of the training. Ballot box is an easy and entertaining method for testing farmers. The exercise can be adapted for use by illiterate farmers by inviting a few literate non-FFS participants to help illiterate participants by reading the questions and answer choices to them.

Facilitators need training and practice in developing questions, preparing ballots and how to implement the exercise. Ballot box, using the same questions used in the first session, should be done again during the last FFS session. Facilitators should be trained on how to calculate participants' scores. The easiest way is to indicate the number of correct answers over the total number questions.

Participatory monitoring

While AESA is a monitoring tool in itself, with indicators already identified by the FFS program, it is important for FFS participants to identify monitoring indicators that are important to them as a group. Monitoring done by those implementing an activity is called participatory monitoring. The second part of the exercise "Getting to know each other" allows participants to identify things (indicators) that can be observed over the course of the FFS so as to measure change. To be able to monitor change, it is important to see what the situation was before the new ICPM practices were introduced. During the participatory monitoring exercise, participants will answer a few questions to provide information on their cocoa farming situation. This set of information is called the FFS baseline information. At the last FFS session, participants will answer the same questions about their cocoa farming situation after applying the new ICPM practices. This set of information, called the FFS impact information, enables participants to evaluate change on the indicators identified at the start of the school.

Facilitators are responsible for summarizing both the participants' biodata and impact information and presenting a summary of the information back to the school and to FFS program leaders. The whole exercise (getting to know each and reporting of the summary) should be completed over 2-3 sessions.

Facilitators' reports

Facilitators should complete session reports to enable their supervisors to monitor training quality. Appendix 9 provides a sample for a reporting format. Reports should indicate attendance, learning topics covered, field activities implemented pod monitoring data and observations on what went well and what needs improvement.

Organizing monitoring data

Managing data from FFS may be facilitated by creating data bases such as one for participants' bio-data and one for FFS records (attendance, protocols used, pod harvest and input data). These data should be analysed and summarized by the master trainers or FFS program periodically and at the end of the training cycle to provide information on FFS impact.

7. FFS administration

Training trainers

As mentioned earlier, depending on size, FFS programs require staff at four different levels: facilitators, supervisors, master trainers, program leader. The basic “building block” of an FFS program is the facilitator. Ideally, all staff should first develop competence as a facilitator before supervising and training others. Facilitators in FFS on annual crops typically undergo one full season of “hands-on” training growing a crop. As this would be impractical for tree crops, a program of staggered training of trainers workshops can be conducted (Box 4).

Box 4: Selecting the appropriate time for conducting a ToT for cocoa ICPM FFS

In selecting the best time for holding a ToT, it is important to take into consideration the cropping calendar and the technical topics that need to be covered at the start of the FFS. It is best to hold the first ToT workshop for cocoa ICPM FFS just after the harvesting season, during the dry season. This workshop should cover topics such as pruning, shade management, cocoa spacing, good farm sanitation, mirid management. If black pod disease is a major problem, the second workshop should be held just before the main period for this disease (May). The second workshop should focus on topics such as black pod management, rational pesticide use and post-harvest practices.

Nov	Dec	Jan	Feb	March	April	May
Groundworking	Groundworking	ToT 1	Groundworking	Start schools	Implement schools	ToT 2

The first 15-day workshop held between December and February should cover the following technical topics:

- Pruning
- Shade management
- Tree spacing
- Insect/disease management
- Farm sanitation
- Rational pesticide use
- Social topics

At the end of the first workshop, facilitators-in-training should be given the responsibility of conducting a season long FFS, regularly supervised by an experienced facilitator. In this way, new facilitators will receive training both in the classroom and in the field.



ToT workshop, Cameroon



Field exercise during a ToT workshop, Cameroon

A second workshop should be held a few months after the start of the schools and should last for approximately 10 days. The following technical topics should be covered:

- Rational pesticide use
- Selecting trees for elimination or rehabilitation
- Insect/disease management
- Quality
- Social topics

Throughout the FFS training cycle, MTs should organize periodic meetings for facilitators-in-training. We recommend monthly meetings that serve as mini-training sessions. At these meetings facilitators submit their session reports to the MT, have the opportunity to raise issues and problems encountered and MTs can address specific topics that need further reinforcement. With this schedule of formal training workshops, regular supervision in the field and mini-working sessions, by the end of the season long FFS training cycle, facilitators should have sufficient experience to be able to conduct farmer field schools on their own. Facilitators should be formally evaluated with a written or oral test and awarded certificates based on their performance.

Master trainers and supervisors can be selected from among the most best performing facilitators. To become a master trainer, facilitators should complete specialized training on FFS management.

Since a key element of FFS is developing the capacity of trainers, increasing the number of FFS takes time. The following guidelines take into consideration economies of scale for training:

- A ToT should train a minimum of 15 and a maximum of 30 facilitators
- An FFS should consist of 20-30 participants
- Train more facilitators than needed to allow for selection and drop outs

Supervising FFS

Supervision of facilitators is essential for ensuring the quality of FFS. The following guidelines for supervision are based on several years of experience.

Facilitators-in-training

As a guideline, MTs or supervisors should visit facilitators-in-training every other session. This means an MT or supervisor should visit each school 10 times during a training cycle of 20 sessions. The purpose of these follow-up visits is to ensure the quality of training, be available to answer questions raised by facilitators and assess curriculum content.

Field visits offer a good opportunity to evaluate facilitators. Use the checklist in appendix 8 to provide feedback to facilitators. Conduct evaluations discretely so as not to distract facilitators as they conduct a session. During field visits, MTs/supervisors should simply observe what is happening during the session without making major interventions. After the session, they should provide constructive feedback to facilitators and encourage them to ask questions. It is important that supervisors agree with facilitators on specific areas for improvement to ensure effective follow-up during subsequent visits.

Based on the above supervision schedule, a ratio of one MT to 4 supervisors (or 40 FFS) is recommended.

Certified facilitators

Certified facilitators (that is, those who have successfully completed a full year of training) should be visited 1 out of every 4 sessions or 1 visit every two months. This means that supervisors should visit each school 5 times during a training cycle of 20 sessions. One supervisor should cover 10 FFS, making a total of 50 visits during a training cycle

FFS costs

The cost of FFS is an important consideration because of the implications for expanding training to a large number of farmers. It is therefore important to minimize implementation costs at the start of the program to facilitate FFS scaling up and out.

The major costs involved in implementing FFS are:

- ✓ Facilitator training
- ✓ Facilitators' stipends and transport
- ✓ Materials
- ✓ Supervision
- ✓ Graduation

FFS participants should cover minor costs, such as refreshments and field days, themselves. Facilitators' stipends should be set in accordance with local rates and in agreement with partner institutions and facilitators. During the pilot phase of STCP, facilitator stipends, including transport to the FFS site and follow-up visits to farmers' fields, ranged between \$10-\$40 per session. One idea for minimizing facilitator training costs is to hold ToT workshops in a small town or village rather than in the capital city.

Appendices

Appendix 1: FFS introduction protocols

FFS opening ceremony

The opening of a school often sets the tone for the whole training cycle. It is useful to invite officials for the opening of the school. One or two speeches are sufficient to make an impact. Possible speakers to consider for the opening ceremony could be: farmer organisation leaders, senior officers from the government extension services or administrative officials.

Objectives

- Show participants community support and recognition for the school
- Show participants that the FFS is a serious undertaking and encourage their commitment to participate fully during the full course

Time needed

0.5 - 1 hour

Materials

Opening programme written on large piece of paper

Procedure

Start preparations well in advance. Agree on the date, time and venue both with the farmers and the officers you wish to invite. Brief officers on the farmer field school approach and topics. Ask invited speakers to make brief comments.

Introduction to the FFS

FFS can only become a success with active participation from the farmers. For most of the farmers the FFS approach is new and they are not used to the kind of learning methods used. It is important for the successful development of the school that the farmers know what they can expect from the FFS and what is expected from them during the FFS.

Objectives

- To enable participants to fully understand the concept of FFS
- To allow participants and the facilitator to discuss their expectations
- To allow participants and the facilitator to develop “house” rules

Time needed

1 hour

Materials

- Flip chart paper
- Markers

Procedure

Present the concepts, objectives and approach of the school and what the participants can expect to learn.

Main points to mention:

- FFS provides training based on problem solving
- Adults learn best by doing rather than talking
- In FFS we work in groups
- Farmers select the learning topic each session
- Every participant must participate actively by sharing his/her experiences, thinking about their past experiences and drawing lessons from them
- Every participant must share the new knowledge learned in FFS with others

- FFS will allow farmers to become better decision makers based on increased knowledge and understanding of the agro-ecosystem (environment).
- FFS provides training on principles, not practices
- FFS encourages experimentation (trying out new ideas)
- Farmers will learn how to work better in a group
- Maximum number of sessions

Facilitate a discussion about what is expected of participants and of the facilitator. Write up agreed points on a flip chart. This provides an opportunity for the facilitator to respond to those expectations that are not likely to be met.

Facilitate a discussion about the types of “rules” needed for the school. Develop “rules” regarding the following: arrangements for providing food/drink, late arrival of participants, missing a certain number of sessions, sharing knowledge with other farmers (you may even ask participants to sign a “sharing contract” and any other issues mentioned by participants).

Guide questions for discussion

1. What is the role of participants in FFS in your opinion?
2. What is the role of the facilitator in FFS in your opinion?
3. What can we agree on about the role of participants and the facilitator?
4. What rules do we need to make sure our school works well?

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Appendix 2: Guidelines for use of protocols in cocoa ICPM FFS

Starting and ending FFS (all protocols are mandatory)

Protocol	Number of sessions needed
FFS introduction and setting out of learning plots	1 session
Cropping calendar and entry ballot box	1 session
Getting to know each other	1.5 session OR spread out over 2-3 sessions
FFS impact evaluation and exit ballot	1 session
Estimating the profitability of ICPM practices	1 session

Learning about black pod

Protocol	Status
Impact of humidity and the role of diseased pods in spreading black pod	Mandatory
Cocoa disease infection study OR disease zoo in the field	Mandatory
Role of soil in the spread of black pod	Optional
Calibration and performance of sprayer	Mandatory
Botanical pesticide screening	Optional
Pruning older trees	Mandatory
Canopy shade management	Mandatory
Sanitary harvesting (field exercise)	Mandatory

Learning about mirids

Protocol	Status
Insect zoo-symptom development	Mandatory
Insect zoo predation exercise	Mandatory
Mirid damage threshold	Mandatory
Canopy shade management	Mandatory
Improved spraying practice for mired control	Mandatory
Insect zoo-life cycle	Optional
Botanical pesticide screening	Optional
Calibration and performance of sprayer	Optional

Learning about farm sanitation and cultural practices

Protocol	Status
Sanitary harvesting (field exercise)	Mandatory
Removing chupons (field exercise)	Mandatory
Removing moss, epiphyte, mistletoe (field exercise)	Optional
Killing unwanted shade trees in a cocoa farm (field exercise)	Optional
Making compost (field exercise)	Optional

Learning about rehabilitation

Protocol	Status
Deciding whether to rehabilitate or replant a cocoa farm	Optional
Deciding which cocoa tree to rehabilitate or eliminate	Mandatory
The importance of spacing between cocoa trees	Optional

Learning about soil fertility

Protocol	Status
Role play on the importance of soil fertility for cocoa production	Mandatory
The effects of fertilizers on cocoa plants	Mandatory
Where and how to apply ground fertilizers (field exercise)	Mandatory

Learning about cocoa quality

Protocol	Status
Harvesting (field exercise)	Mandatory
Pod breaking (field exercise)	Mandatory
Fermentation (field exercise)	Mandatory
Drying (field exercise)	Mandatory
Impact of harvesting time on Fermentation	Mandatory
Drying cocoa on raised, covered platform	Optional
Alternative fermentation method	Optional

Learning about child labour and HIV/AIDS

Protocol	Status
Introduction to child labour	Mandatory
Use of sharp tools	Mandatory
Use of pesticide	Mandatory
Carrying heavy loads	Mandatory
Raising awareness about HIV/AIDS	Mandatory
HIV/AIDS risk map	Mandatory

Appendix 3: Community needs assessment and sensitization

The River Code

The River Code, a play without words, can be used to discuss the general issue of doing development activities for people vs. doing development activities with people.

Objective

To encourage farmers to develop a self-help attitude and learn that FFS does not provide handouts but encourages self-sufficiency

Procedures

Select three people from among the participants. Take them aside and briefly show them how the play is performed.

Draw two lines, wide apart, on the ground to represent the banks of a river. In the river, draw a few circles representing stepping stones and a larger circle representing an island in the middle of the river.

Two men/women come to the river. They look for a place to cross and discuss how to cross. The current in the river is very strong. A third man/woman comes along and sees their difficulty. S/he leads them to the river and shows them the stepping stones. S/he encourages them to step on them but they are both afraid so s/he agrees to take one on his/her back. By the time s/he gets to the middle of the river, the person on his/her back seems very heavy and s/he becomes very tired. So s/he puts the other person on the little island.

The third person goes back to fetch the second, who also wants to climb on his/her back. But the third person refuses. Instead, s/he takes his/her hand and encourages him/her to step on the stepping stones her/himself. Halfway across the river, the second person starts to manage on his/her own. They both cross the river. When they get to the other side, they are both extremely pleased with themselves and they walk off together, completely forgetting about the first person sitting alone on the island. S/he tries to get their attention, but they do not notice his frantic gestures for help.

Debriefing questions

1. What did you see happen in the play?
2. What different approaches were used to help the two people cross the river?
3. What does each side of the river represent?

4. What could each person represent in real life? In relation to the project we have been taking about?
5. Why is one person left in the middle of the river?
6. In what ways do projects to help cocoa farmers (and development work generally) leave people stranded?

Activity calendar and division of labour

Objective

An activity calendar is a key tool in FFS as it provides information on farmer practices, which should be replicated in the farmer practice plot of the field school. In addition, it provides information on labour bottlenecks

Materials

Flip chart paper, markers

Procedures

Start by brainstorming to get a list of activities and tasks for the crop concerned. On a large piece of paper, draw a chart by writing the months along the top and the activities on the left hand side. Activities should be as detailed as possible and include land preparation, nursery preparation, crop management activities and sale. Start with the month when farmers prepare land for planting the crop. Ask farmers to indicate when and who (men, women, boys, girls, hired/family labour) does each activity. You may use symbols to represent different categories of actors. Leave enough space to add additional activities.

After completing the chart, ask farmers to draw conclusions about which time of the year is busiest, least busy. Ask the group to draw conclusions about which tasks men, women, children, hired labourers are most involved with. Highlight the involvement of women and children in specific activities.

Farm walk

Objective

To characterize local farming conditions. This exercise can also be done at the meeting place, leaving out the walk if time is a constraint.

Materials

Flip chart paper, markers

Procedure

Ask participants to identify a cocoa farm that is representative of other farms in the village and which is close to the meeting place. Agree on topics of importance that should include the following for cocoa:

- History of cocoa in the area
- Varieties grown
- Types of soils on cocoa farms (using local classification),
- Age of trees (range)
- Cocoa intercrops and relative importance of each
- Management practices
- Past and present projects and interventions in the cocoa sector, including objectives, methods and outcomes.
- Cocoa prices over the past 5 years and factors that affect it

Farmers accompanied by the facilitator (s) should walk through the farm making observations on the topics identified above. The facilitator should encourage farmers to add other information not observed on the farm. After returning to the meeting place, the group should write up their findings on a sheet for presentation to the larger group.

Brainstorming on local knowledge and practices

Objective

To provide information on local knowledge and practices with regard to disease and pest management post-harvest practices, input use etc.

Materials

Flip chart paper, markers

Procedure

The facilitator should explain the purpose of the exercise and list the topics of interest. The discussion could focus on disease and pest management, post-harvest practices, input use and other topics.

The following questions may be used to guide the discussion:

Diseases/pests

What are the major cocoa diseases in this area (use local names)?

What causes each disease? How does it spread?

What do farmers in this area do to control each disease? At what stage? How effective are these measures? What did farmers in the past (30 years ago) do to control this disease?

What are the major cocoa pests in this area (use local names)?

How do they affect cocoa? At what stage?

What do farmers in this area do to control each pest? At what stage? How effective are these measures? What did farmers in the past (30 years ago) do to control this pest?

Ask one or more participants to write up the results of the discussion in the following table format for presentation to the larger group.

Pest/disease	Cause	Practice and effectiveness

Input use

Do farmers in this area use fertilizers, fungicides, insecticides?

Which products are commonly used?

How often and when are these products used?

What quantity of the product do farmers use?

What proportion of farmers use each product?

Use a separate table to list the names, purpose, frequency and amounts of pesticide and fungicides used and proportion of farmers in the area using it.

Name of product	Purpose	Frequency	Months of application	Proportion of farmers using a product (most, many, few)

Post-harvest practices

When do farmers harvest cocoa? At what stage do they harvest?

How do farmers in this area ferment cocoa? For how long?

What are the advantages/disadvantages of this method(s)?

How do farmers know that cocoa is well fermented?

How did farmers ferment cocoa in the past (30 years ago)? ? For how long?

How do they dry cocoa? For how long?

What are the advantages/disadvantages of this method(s)?

After group exercises, results from each group should be briefly presented. In plenary session, farmers should identify and rank their major problems in cocoa production.

Problem analysis

Objective

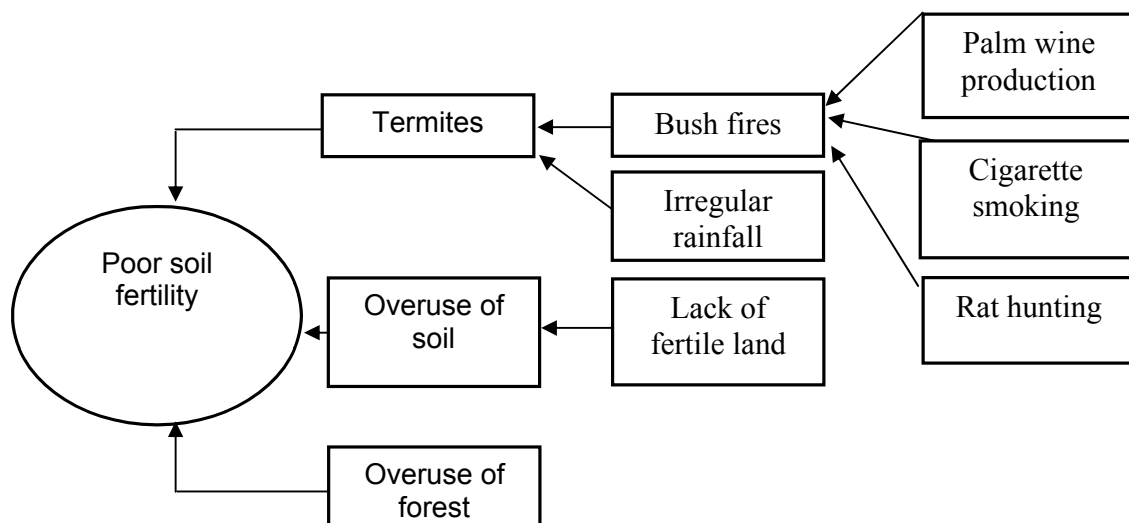
To identify the major factors responsible for low income from cocoa production (the overall problem the FFS program is seeking to address) and explore the causal linkages between them

Materials

Flip chart paper, cards, tape, markers

Procedure

Start by drawing a circle and write in it the main issue the project is seeking to improve (e.g. "low income from cocoa production"). Ask farmers to identify 4-5 factors that contribute directly to this problem. It is a good idea to first write factors on cards and tape them up before doing the final diagram on paper. Cards can easily be moved around during the discussion. Once these have been identified and put in boxes with arrows leading to the main problem, have farmers work backward and identify factors causing these secondary sets of factors. Use arrows and lines to show linkages between various factors as in the example below.



Results from a problem analysis can be ranked in a group or plenary session.

Go through these steps for pair wise ranking:

Step 1: Ask farmers to compare each problem in turn with the other problems in terms of importance by asking the question “which of these two is more important?” In the above example, compare termites with hardpan, black and white powder, lack of planting material and so on. It is important to allow farmers to discuss and argue with each other before coming to a consensus. For each comparison, write the number of the problem considered to be more important in each box. For example, when comparing termites and hardpan, if farmers consider termites more important, write the number 1 (which corresponds to termites) in the box under termites and hardpan.

Step 2: For each pair, ask the question “why is this problem more important than the other” and record the answers.

Step 3: After completing all comparisons, add up the number of times a problem is mentioned in the table. For example, termites are mentioned 5 times in the above example and stem borer 2 times. The number of times a problem is mentioned is the score. After completing scoring, rank the problems in line with the scores. The higher the score the higher the rank of the problem. Be careful to explain that the problem that ranks 1 is the most important and so on.

Step 4: The facilitator should refer to the matrix to confirm the results with participants, ask questions and develop discussions. Use open and probing questions to explore farmers’ opinions and perceptions.

Appendix 4: Nomination form for FFS participants

I,

member of _____ farmer's group/organization

Elder/official from _____ village

nominate _____ to be a participant in the
STCP cocoa farmer field school.

Signed: _____

Nomination endorsed by:

1. Name:.....

Status/position:

2. Name:.....

Status/position:

I,

member of _____ farmer's group/organization

Elder/official from _____ village

nominate _____ to be a participant in the
STCP cocoa farmer field school.

Signed: _____

Nomination endorsed by:

3. Name:.....

Status/position:

4. Name:.....

Status/position:

Appendix 5: List of materials for FFS

As much as possible, use locally available materials to reduce costs. Basic materials are indicated with asterisks.

- 4 plastic bowls with top*
- 4 kitchen knives
- 8 rolls of absorbent kitchen paper*
- Rolls of toilet paper
- 2 sprayers that can take different types of nozzles
- 1 each nozzles of different kinds
- ¼ kg of non-toxic dye e.g. food colorant, preferably red
- 2 pairs of plastic gloves for mixing chemicals
- 10 sachets of insecticide
- 10 sachets of fungicide
- 2 pairs of goggles for spraying pesticides
- 2 buckets that hold 15 liters*
- 50 sheets of poster paper in different colours
- 1 tin of glue
- 1 pair of scissors
- 2 small saws
- 2 pruning knives on sticks
- 1 file
- 3 ladders
- 4 transparent plastic buckets that hold 5 liters
- 4 meters of Muslin cloth or fine mesh screen*
- Plastic/polythene bags*
- Small plastic vials or empty water bottle containers*
- 5 camel or fine hair paint brushes
- 1 packet of rubber bands*
- 1 liter of alcohol
- 5 hand lenses
- 1 ream of paper
- 2 flip chart rolls*
- 3 boxes of 12 markers of different colours*
- 5-6 wooden tripod stands or 5-6 plywood boards*
- 1 packet of regular pencils*
- 1 packet of coloured pencils*
- 3 rolls of tape (masking tape is better)
- 5-6 erasers*
- 5-6 pencil sharpeners*
- 1 calculator
- 1 tape measure (in meters)
- 1 roll of string
- Paint or other material to label trees*

* Basic materials

Appendix 6: Contract between a farm owner and FFS

Contract between

Farm owner

**(Relevant authority e.g. Project,
 farmer organization)**

In relation to the farmer field school that will take place in the village of XXX, the above mentioned parties agree to the following terms:

1. The farm owner agrees to let the farmer field school use a part of his farm (specify area or number of trees) for the implementation of the FFS.
2. The area to be used by the school will consist of two plots of x number of trees (or specify area) chosen by the FFS facilitator and participants. One plot will be used for implementing practices decided on by the FFS participants. On the other plot, participants will implement management practices normally done by the farm owner. All work on the two plots will be carried out by the FFS participants.
3. The farm owner agrees to allow the FFS participants to carry out all practices that they decide on. These may include pruning, thinning, cutting down trees (both cocoa and others). FFS participants will be allowed to make observations on other parts of the farm (beyond the two plots mentioned in 2).
4. The farm owner agrees to respect all requests from the FFS related to activities on the two plots.
5. The FFS will supply all inputs used on the two FFS plots.
6. The farm owner agrees that he/she will not seek compensation from the FFS (project, farmer organization) even if he/she suffers loss in production.
7. The length of this contract will be 9 months, from March 2005 to December 2005.
8. This contract can be ended without notification under the following circumstances:
 - Failure by either party to respect their obligations as set out in this contract
 - Failure to limit FFS activities to the area/number of trees mentioned in this contract

Signatures

Date:

Date:

Appendix 7: FFS knowledge sharing contract

I, _____, participant in the Farmer Field School located at _____ village in 2005, agree to contribute to spreading the knowledge I acquired from the FFS.

I agree to share informally what I have learned through the FFS with the following persons:

Name of beneficiaries	Village	Relation

Signed:

FFS participant

Facilitator

Appendix 8: Checklist for the follow-up and evaluation of STCP FFS facilitators

Instructions: This form should be used by master trainers/supervisors to assess the performance of FFS facilitators.

Date: _____ Supervisor: _____

Name of main facilitator: _____

Name of second facilitator: _____

Location/name of FFS : _____

When started making observations :

During session planning
At start of session
In the middle of session

Preparation for the session				
	Good	Average	Poor	Comments
Arrangement of seating and the room (where applicable)				
Preparation of materials for special topic (if applicable)				
Preparation (materials etc.) for session				
Starting off the session				
Presentation of the program of the day (how handled, openness to changes etc)				
Review of last session				
Introduction of observers/visitors (if applicable)				

How the session was conducted				
	Good	Average	Poor	Comments
Facilitation of AESA (paid attention to all groups, answered questions, encouraged groups, drew attention to comparing results between FP and IPM plot during presentation)				
Special topic :				
Fieldwork done (if applicable) :				
Presentation of the objectives of the special topic				
How the special topic was conducted (was the facilitator convincing in his explanations, followed the procedures without needing to refer to the protocol)				
Ability to demonstrate the economic value of the special topic				
Timing of the special topic in relation to the cropping calendar				
Handling of questions and discussion				
Ability to apply « house rule »				
Time management				
Identification of special topic for next session				
Number of participants who took part in making a decision about the special topic for next session				
Session evaluation (how done, level of comfort by participants to make critical comments)				

Management of the session				
	Good	Average	Poor	Comments
Paid attention to people's request to speak				
Ability to reformulate and clarify questions				
Ability to synthesize information				
Ability to manage tension and conflict				
Interaction between facilitators (did not repeat each other, took turns to speak etc)				
Values contribution of each participant				
Ability to capture and maintain participants' attention (avoiding signs of disinterest or fatigue)				
Neutrality (does not take sides)				
Understanding of experimentation (makes comparison between IPM and FFS results)				
Ability to solve problems (innovativeness, flexibility, patience...)				
Encourages application of local knowledge and farmer experimentation				
Ability to handle issues not trained on				

Facilitation				
	Good	Average	Poor	Comments
Use of language appropriate for the participants				
Asks questions clearly				
Ability to identify or help participants to identify a special topic for the next session				
Use of proverbs, anecdotes, stories, imagery				
Use of ice breakers (used properly, introduced at the right time)				
Use of group dynamic exercises (used properly,				
Level of participation (e.g. number of participants who spoke)				
Dominance by some individuals and exclusion of others (e.g. youth, women etc)				
Level of enthusiasm during the discussion				
Amount of distractions (participants talking to each other, not listening, leaving ...)				
Observations on participants				
	Good	Average	Poor	Comments
Level of interest				
Understand objectives of the exercises/special topic				
Level of openness with facilitator (feel free to criticize etc)				
Behavior (shy, talkative, argumentative, distracted, know it all)				

Overall assessment of facilitators' performance

Grading system: **A = Excellent** **B = Good** **C = Below expectation**
 D = Poor **F = Very poor**

Facilitator 1 : _____

Facilitator 2 : _____

Areas for improvement (based on discussion with facilitators)

Appendix 9: STCP farmer field school facilitator reporting form

1. a) Facilitator(s): _____ b) School location _____ c) Date ____/____/____ (dd/mm/yy)																															
d) Session number _____																															
2. Participants and visitors	a) Number of Participants: Men _____ Women _____ b) Number of Visitors: _____																														
3. FFS start up (close down) activity if done this session	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: right;">Introducing the FFS ____ (31)</td> <td style="width: 50%; text-align: right;">Nine dot game ____ (35)</td> </tr> <tr> <td style="text-align: right;">Laying out the FFS plots ____ (32)</td> <td style="text-align: right;">Ballot box ____ (36)</td> </tr> <tr> <td style="text-align: right;">Getting to know each other ____ (33)</td> <td style="text-align: right;">Estimating the profitability of ICPM practices ____ (37)</td> </tr> <tr> <td style="text-align: right;">Cropping calendar ____ (34)</td> <td style="text-align: right;">FFS impact evaluation ____ (38)</td> </tr> </table>	Introducing the FFS ____ (31)	Nine dot game ____ (35)	Laying out the FFS plots ____ (32)	Ballot box ____ (36)	Getting to know each other ____ (33)	Estimating the profitability of ICPM practices ____ (37)	Cropping calendar ____ (34)	FFS impact evaluation ____ (38)																						
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4. Discovery learning exercises done this session (check appropriate space with an X)	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: right;">Canopy shade management ____ (401)</td> <td style="width: 50%; text-align: right;">Pesticide resistance role play ____ (416)</td> </tr> <tr> <td style="text-align: right;">Pruning older trees ____ (402)</td> <td style="text-align: right;">Impact of harvesting time on cocoa quality ____ (417)</td> </tr> <tr> <td style="text-align: right;">Rehabilitate/replant a cocoa farm ____ (403)</td> <td style="text-align: right;">Drying cocoa on raised, covered platform ____ (418)</td> </tr> <tr> <td style="text-align: right;">Impact of humidity, the role of diseased pods ____ (404)</td> <td style="text-align: right;">SOCIAL TOPICS</td> </tr> <tr> <td style="text-align: right;">The role of soil in the spread of black pod ____ (405)</td> <td style="text-align: right;">Introduction to child labour issues ____ (410)</td> </tr> <tr> <td style="text-align: right;">Black pod disease zoo in the field ____ (406)</td> <td style="text-align: right;">Children carrying heavy loads ____ (420)</td> </tr> <tr> <td style="text-align: right;">Insect zoo-symptom development ____ (407)</td> <td style="text-align: right;">The use of pesticides and chemicals by children ____ (421)</td> </tr> <tr> <td style="text-align: right;">Insect zoo-predation exercise ____ (408)</td> <td style="text-align: right;">The use of sharp farm tools by children ____ (422)</td> </tr> <tr> <td style="text-align: right;">Insect zoo-life cycle ____ (409)</td> <td style="text-align: right;">Raising awareness about HIV/AIDS ____ (423)</td> </tr> <tr> <td style="text-align: right;">Determining mirid damage threshold - ____ (410)</td> <td style="text-align: right;">HIV/AIDS risk map ____ (424)</td> </tr> <tr> <td style="text-align: right;">Calibration and performance of sprayers ____ (411)</td> <td style="text-align: right;">Others _____ (425)</td> </tr> <tr> <td style="text-align: right;">Improved sprayer practice for mirid control ____ (412)</td> <td style="text-align: right;">Others _____ (426)</td> </tr> <tr> <td style="text-align: right;">Spray dye exercise ____ (413)</td> <td></td> </tr> <tr> <td style="text-align: right;">Botanical pesticide screening ____ (414)</td> <td></td> </tr> <tr> <td style="text-align: right;">Pesticide selectivity ____ (415)</td> <td></td> </tr> </table>	Canopy shade management ____ (401)	Pesticide resistance role play ____ (416)	Pruning older trees ____ (402)	Impact of harvesting time on cocoa quality ____ (417)	Rehabilitate/replant a cocoa farm ____ (403)	Drying cocoa on raised, covered platform ____ (418)	Impact of humidity, the role of diseased pods ____ (404)	SOCIAL TOPICS	The role of soil in the spread of black pod ____ (405)	Introduction to child labour issues ____ (410)	Black pod disease zoo in the field ____ (406)	Children carrying heavy loads ____ (420)	Insect zoo-symptom development ____ (407)	The use of pesticides and chemicals by children ____ (421)	Insect zoo-predation exercise ____ (408)	The use of sharp farm tools by children ____ (422)	Insect zoo-life cycle ____ (409)	Raising awareness about HIV/AIDS ____ (423)	Determining mirid damage threshold - ____ (410)	HIV/AIDS risk map ____ (424)	Calibration and performance of sprayers ____ (411)	Others _____ (425)	Improved sprayer practice for mirid control ____ (412)	Others _____ (426)	Spray dye exercise ____ (413)		Botanical pesticide screening ____ (414)		Pesticide selectivity ____ (415)	
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7. Was AESA conducted this session?	Yes ___1 No ___2 If no, why not?																																				

Cocoa pod and input monitoring	ICPM Plot				Farmer practice plot			
	a) Trees 1 to 5	b) Trees 6 to10	c) Trees 11 to 15	d) Total 1 to 15	e) Trees 16-20	f) Trees 21 to 25	g) Trees 26 to 30	Subtotal 16-30
8. Number of immature, large pods on tree (count only below 2 m)								
9. No of healthy small pods counted on trunk (Count only below 2 m)								
10. No of large ripe pods harvested for use (Harvest whole tree)								
11. No of unusable large pods attacked by blackpod and removed (whole tree)								
12. No of unusable large pods attacked by rodents and removed (whole tree)								
13. Fungicide (Record quantities of active material actually applied, e.g. "0.5 sachets" of Ridomil, or 100 g of CuSO ₂ (copper sulfate)	Type_____				Type_____			
	Amount sprayed:_____				Amount sprayed:_____			
14. Insecticide((Record quantities of active material actually applied, e.g. "2 tablespoons" of endosulfan)	Type_____				Type_____			
	Amount sprayed:_____				Amount sprayed:_____			
15. Fertilizer (Record quantities of fertilizer applied measured in kilograms, e.g. if one-fourth of a fifty kg bag, then 12.5	Type_____				Type_____			
	Amount applied (all trees) _____ kg				Amount applied (all trees) _____ kg			

16. Did you do the following this session: Ice breaker 1 Yes 2 No Group dynamic exercise 1 Yes 2 No;

17. What went well this session?

18. What needs improvement?

<p>19. Were any field days held since the last session? If yes what type of field day was held and how many visitors attended? What was the focus of discussion?</p>	<p>Field day held? ___1 Yes ___2 No Type? ___1 General ___2 Family ___3 Other (describe): _____ No. of men attending_____ No. of women attending_____ No. of children_____</p> <p><u>Discussions:</u> Disease/pest management___ Fungicide/insecticide spraying___ Cocoa tree pruning___ Pruning other trees___ Harvesting/post-harvest operations___ Child labour___ Other: _____</p>	
<p>20. Visits to participants' farms since last session report</p>	<p>Name of participant</p> <p>1. _____ 2. _____ 3. _____ 4. _____</p>	<p>Observations (practices carried out, on what area of the farm, problems mentioned etc)</p> <p>_____ _____ _____ _____</p>
<p>21. What other FFS related activities did you undertake since the last session?</p> <p>_____ _____ _____ _____</p>		

Appendix 10: Sample questions for testing cocoa ICPM FFS facilitators

FFS procedures

1. What are the major differences between FFS and the traditional cocoa extension approach practiced in (name of country)?
2. What is the difference between a facilitator and a teacher?
3. What is discovery learning?
4. What is the purpose of group dynamic exercises in FFS? How often should a group dynamic be done in FFS sessions?
5. What is the purpose of ice breakers in FFS? How often should an ice breaker be done in FFS sessions?
6. Who decides on the “special topic” during an FFS session?
7. Why do we do a cropping calendar?
8. What should a facilitator do if participants suggest a topic for which there is no protocol?

Adult education

9. What key principles (things) need to be respected when training adults?
10. Besides gaining new knowledge on technical topics, what other benefits do farmers get from attending FFS?

Child labour

11. Why should cocoa farmers be aware of child labour issues? How does this issue affect them?

Technical topics

12. Which colour indicates the right time to harvest a cocoa pod?
13. What is the recommended fermentation period?
14. What is a natural enemy? Identify at least 2 natural enemies found in cocoa farms?
15. What is a damage threshold for making a decision about spraying? What are the advantages and disadvantages of using damage thresholds?
16. What is the best month for pruning?
17. In doing a disease zoo on black pod, why do we include a third bowl (infected, no water)?

Appendix 11: Qualifications and job description for master trainer

Qualifications

Secondary education plus additional specialized training (higher/advanced diploma etc) in agriculture or agricultural extension (minimum qualification)

At least 4 years experience in training farmers, preferably using participatory approaches

Good technical knowledge of cocoa and field experience with the crop

Proven ability and training in facilitation skills

Experience with participatory diagnostic tools such as participatory rural appraisal (PRA) or rapid rural appraisal.

Proven ability to supervise and mentor others, some of whom have more experience

Proven ability of strong organizational skills

Ability to work with minimal supervision

Good writing skills

Willingness to travel extensively in rural areas

Licensed driver or ability to ride a motorcycle

Job description

- Organize and conduct training of trainers (ToT) workshops for FFS facilitators together with technical resource persons and FFS program leader
- Organize and coordinate “groundworking” activities to start new FFS
- Provide hands-on training and backstopping to FFS facilitators and supervisors
- Participate in the recruitment and regular performance evaluation of FFS facilitators and supervisors
- Supervise the day-to-day activities of FFS facilitators and supervisors

- Prepare monthly reports on FFS activities

Job description for FFS supervisor

The supervisor reports directly to the Master Trainer.

His/her tasks are to:

- Conduct regular visits to FFS facilitators to ensure the quality of training
- Provide technical backstopping to FFS facilitators
- Ensure the delivery of materials to each FFS
- Prepare reports on FFS under his/her supervision