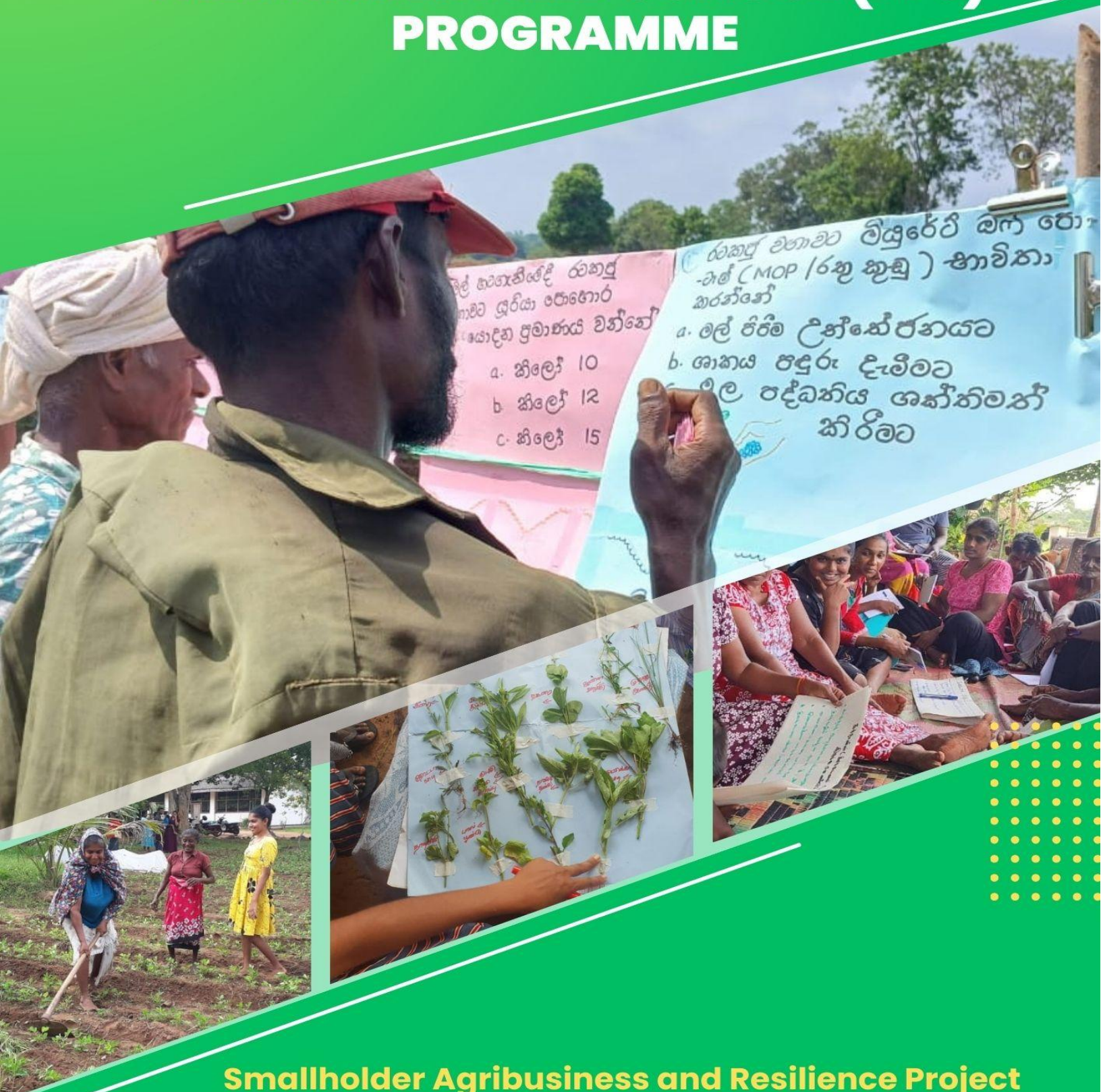
METHODOLOGY AND CURRICULUM FOR THE FARMER FIELD SCHOOL (FFS) PROGRAMME



Smallholder Agribusiness and Resilience Project

Ministry of Agriculture, Livestock, Lands and Irrigation

Methodology and Curriculum for the Farmer Field School Programme

An effort towards agriculture development through technology transfer interventions for the rural communities in the context of the SARP

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Authors: Mahinda Wijerathne

K.W.M.G.T.S. Rajapaksha

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Smallholder Agribusiness and Resilience Project
2/2/1, Kandawatta Road, Palawatta, Battaramulla, Sri Lanka
Tel: +9411-2770986
www.sarp.lk

Ministry of Agriculture
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Preface

In the context of agricultural development, research and technology transfer processes are of paramount importance, especially to combat poverty and ensure food security in the small farm sectors of developing countries. In many instances, policies and investments were made to enhance the development of the research sector, and as a result, technological/scientific advancements emerged. In contrast, the technology transfer component received marginal attention from the policymakers, investors, and development personnel, and therefore, farmers often encountered a lack of knowledge/ technology. This situation led farmers to restrict their cultivation to prevailing knowledge without the application of new technologies. Hence, productivity remained comparatively at low level, and further, the products were not oriented to capture the market. Therefore, in the recent past, it was well recognized that a full-fledged agricultural extension system is warranted to improve the prevailing situation. The Smallholder Agribusiness and Resilience Project (SARP) employs the Farmer Field School (FFS) as the technology transfer approach in the target areas. This document provides an implementation guideline for extension personnel to conduct the FFS programme in the rural agricultural communities. Moreover, this text is valuable reference material for individuals and client groups who are interested in agricultural development.

The authors express their utmost gratitude to Mr. Monty Ranatunga, the Project Director of SARP, for providing the necessary facilities to develop and publish this document. Also we wish to thank Mr. Gayan Mallawatissa former project Director for his encouragement rendered. Next, we thank Prof. Gamini Senanayake, a Senior Agronomist and former Vice Chancellor of the University of Ruhuna for improving the curriculum. The extension hierarchy attached to the line departments, Agriculture and Livestock Officers of the SARP, the field Extension officers, and the farmers rendered valuable contributions. The SARP thank them all.

Mahinda Wijeratne
BSc Agric. (SL), LLB (OUSL), MSc Agric. Econ. (Ghent),
PhD (Wageningen)
Professor Emeritus
Extension (FFS) Specialist, SARP

K.W.M.G.T.S. Rajapaksha
BSc (Hons) Agricultural Sciences and Management (SUSL)
Program Officer (Agribusiness Development), SARP

30th October 2025

1. Introduction

1.1 The focus

The agriculture sector contributed to the Sri Lankan economy by 7.5 per cent in 2024. Since independence, different agricultural policies have been employed and further, a significant amount of state and donor investments have been made to uplift the productivity of the sector. However, the achieved benefits were limited, and poverty and food security are the current pressing issues in the country. Comparatively, such problems are severe in the dry zone and therefore, at present, more attention is being granted to develop the small farm sector, providing the essential components of the agriculture development - the *development mix,* which includes technology transfer.

This document is prepared to achieve the following objectives.

- Provide an exposure to the methodology of the technology transfer model – the Farmer Field School (FFS)
- Provide a guideline for the FFS curriculum
- Serve as a handbook to the extension workers
- Share the experience gained during the past seasons

1.2 Agricultural Extension

The agricultural extension is regarded as an important instrument for agricultural development and is equipped with several Technology Transfer models. The generated technologies must be implemented to increase food production. This scenario will become a reality if the technological interventions are translated and transmitted to the ultimate production units. The execution of the technology transfer function is a major responsibility of the extension or advisory service of the respective organization. In the context of the Sri Lankan agricultural sector, the non-plantation sub-sector, which includes rice, other field crops (OFCs), fruits, vegetables*, etc.*, this component is handled by the Department of Agriculture (DOA) or the Provincial Department of Agriculture (PDOA). At the grassroots level, the Agricultural Instructors (AIs) function as extension workers and establish a link with farmers to facilitate the technology transfer process.

1.3 The SARP

The Smallholder Agribusiness and Resilience Project (SARP) is funded by the International Fund for Agricultural Development (IFAD) and implemented in the presence of the Ministry of Agriculture, Livestock and Irrigation. The goal of the project is to reduce poverty and increase food security in the dry zone, focusing on the small-scale farmers. To achieve this task, the project design formulated the main objective to reach 40,000 rural households with resilience and market participation. The project targets river basins of *Daduru Oya*, *Malwathu Oya* and *Mee Oya,* covering the districts of Kurunegala, Puttalam, Matale (Hub 1); Anuradhapura, Vavunia and Mannar (Hub 2). It is expected to rehabilitate 260 tanks and the SARP programmes are confined to cascades of these tanks.

1.4 The FFS

The Farmer Field School (FFS) methodology is an interactive, participatory approach used in agricultural extension, originally introduced in 2000 by the FAO and the Sri Lankan non-plantation sub-sector experienced the model during the early 21st Century as it was the main agric. extension agenda of the Ministry of Agriculture. FFS empowers farmers through experiential learning, encouraging critical thinking and decision-making in real field conditions. The SARP integrated the FFS approach to its agriculture programme. (The Fig. 1 demonstrates the orientation of the FFS model to SARP intervention)

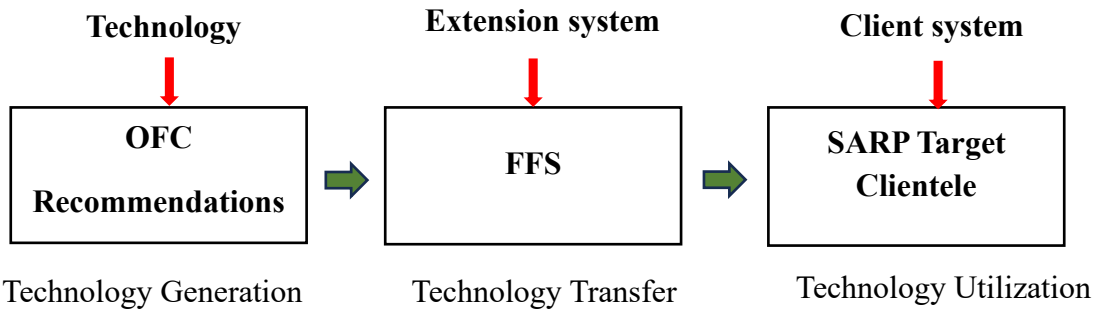

Figure 1: Orientation of FFS model to SARP agriculture programme

- The technical recommendations are mainly concerned with agronomic practices developed for the Other Field Crops (OFCs). The climate-smart agricultural practices recommended by the Department of Agriculture are the integral part of the technological interventions. These recommendations are the result of expert research and field-tested crop management techniques.
- These OFC recommendations integrated into the Farmer Field School (FFS) curriculum. FFS acts as a transformation and training and learning platform, where theoretical knowledge is translated into practical, field-based learning. Through agro-ecosystem analysis farmers gain experience in experiential learning, field observations, group dynamics, presentation skills and finally, make decisions of their own micro-environment.
- The SARP target clientele is the direct beneficiaries of the SARP programme. The individuals and groups are expected to apply the knowledge and skills gained through FFS to enhance productivity, resilience, and capture the market.

2. The FFS Fundamentals

2.1 Key Elements of FFS

In the practical implementation, the FFS approach warrants five essential elements (Fig. 2)

Figure 2: Essential elements of FFS

2.1.1. The farmer group

- A Farmer Field School (FFS) group is typically formed with 20 to 25 small-scale farmers from a same location/ adjoining fields/*yayas*. It is convenient to select a group cultivating a same crop.
- Farmer group has to meet weekly on a fixed day, in a fixed location for 3 – 4 hrs. preferably in a morning. Based on a time schedule the group has to continue this routine throughout the cropping season. As an example, for OFCs 8-10 FFSs have to be conducted. Fig. 3 illustrates the timeline of an FFS.

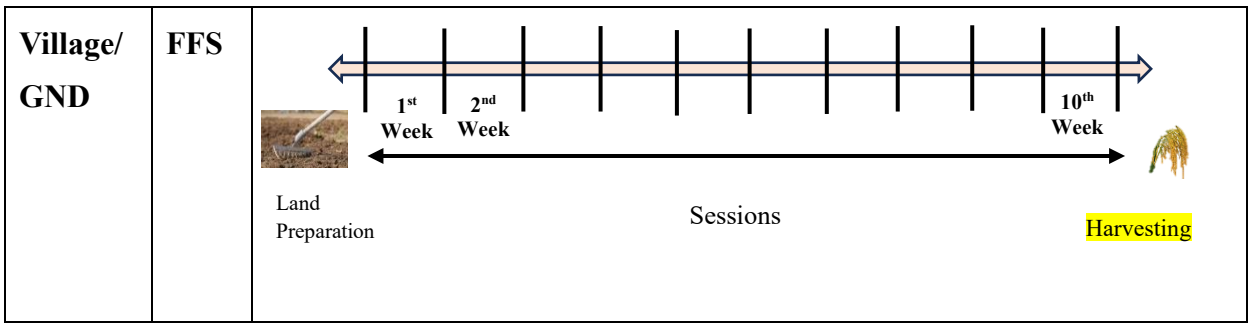

Figure 3: Timeline of an FFS

2.1.2. The facilitator

- The extension agent serves as the facilitator. In the Sri Lankan agricultural. extension system, Agricultural Instructors (AIs) function as the grassroots-level extension workers. They have obtained a two-year National Diploma in Agriculture (equivalent to NVQ Level 6) and are conversant with agronomy, animal husbandry, extension methodology, *etc.* The Technical Assistants with National Diploma in Agriculture (equivalent to NVQ Level 5) with 5 years of field experience were also incorporated to the programme specially in the situations when the AIs are not available in the ranges. In the FFS framework, the facilitators have to establish a strong link with the farming communities and perform the technology transfer interventions.
- The facilitators work closely with the Agriculture and Livestock Officers (ALOs) of the SARP target districts and provide necessary input to planning, monitoring and recording processes decided by the Project Management Unit (PMU).

2.1.3. The demonstration field

- The demonstration field serves as the primary learning platform for all FFS sessions and facilitates undertaking agroecosystem analysis. Generally, the plot extent approximates to 0.25 – 0.5 ha.
- All practical activities take place in the demonstration plot. Farmers can be grouped and encouraged to be involved in experimental learning. The scientific as well as the traditional knowledge and skills can be blended with interactive group actions

2.1.4. The Agro-ecosystem Analysis (AESA)

- Agro-Ecosystem Analysis (AESA) is a scientific method used to examine the interactions between the crop or livestock and the surrounding biotic and abiotic environment.
- It enhances the ability of farmers to identify issues in the field, understand their causes, and timely decisions.
- AESA promotes discovery-based learning, where farmers observe, analyze, draw conclusions, and determine appropriate field actions based on evidence collected during the session.

2.1.5. The curriculum

- The FFS curriculum is designed in accordance with the crop calendar and is tailored to the specific stages of plant growth. Generally, it covers the topics from land preparation to harvest.
- Each week the facilitator makes a discussion on a special topic relevant to the growth stage of the crop and the agronomic practices recommended such as seeding/ planting, fertilization, weeding, spraying/ pest control, irrigating, *etc.*
- The framework for the FFS curriculum is presented in the Section 5 of the text.

2.2 Structure of the Farmer Field School (FFS) Session

Each week Farmer Field School (FFS) session is executed according to four components (Table 1)

Table 1: Accepted Time Table for an FFS Session

Day's Programme/ a session
Component 1
9.00: *Introduction* - review previous activities, introduce today's activities - By the extension worker
Component 2
9.15*: Field observations*– make small groups, go to field, take notes - By the farmers
9.30: *Analysis* – Agro-ecosystem analysis, drawing, discussion – By the farmers
10.00*: Presentation* - by groups, group discussion and arrive at management decisions. – By the farmers
10.30: Tea
Component 3
10.45: *Special topic*- by the extension worker (AI)
Component 4
11.30: *Group activities*, plan for next week – By the extension worker and farmers
12.00: Close

2.2.1. Component 1: Introduction

- The session begins with a review of the decisions made and actions taken during the previous FFS session, providing an opportunity for participants to reflect on the implementation and outcomes.
- Farmers are encouraged to share challenges or limitations faced when applying previous recommendations, creating space for collective problem-solving and experience sharing.
- The facilitator outlines the objectives and planned activities for the day, ensuring that all participants are aware of what will be covered during the session.
- This session helps to establish a clear direction, sets expectations, and reinforces continuity between sessions.

2.2.2. Component 2: Conduct of Agro-Ecosystem Analysis (AESA)

- Agro-Ecosystem Analysis (AESA) is the core analytical activity of each FFS session and involves scientific observation of field conditions.
- It is used to study the interaction between crops or livestock and both biotic (living) and abiotic (non-living) environmental factors, including pests, beneficial organisms, soil health, and climate.
- Farmers carry out field observations in the demonstration plot by selecting a representative small area in the field and recording details such as insect populations, disease symptoms beneficial insects, weed populations, weed types, plant height, number of leaves, growth conditions, tillers, reproductive parts, *etc.*
- Participants also assess soil conditions, irrigation patterns, weather condition of the micro environment such as rain, sun shine, clouds, wind*, etc*.
- The collected observations are visually represented in a drawing, where the plant is illustrated at the center, pests are drawn on the left, and beneficial organisms on the right. Further, soil conditions, weeds, and weather conditions also have to be recorded.
- These drawings are used to facilitate group discussions, during which participants interpret the data, analyze problems, and make collaborative decisions about appropriate field management actions for the coming week.

Figs. 4 to 7 demonstrates the activities of an AESA

Fig 4: AESA- Field observation

Fig 5: AESA- Analysis and recording

Fig 06: AESA- Presentation

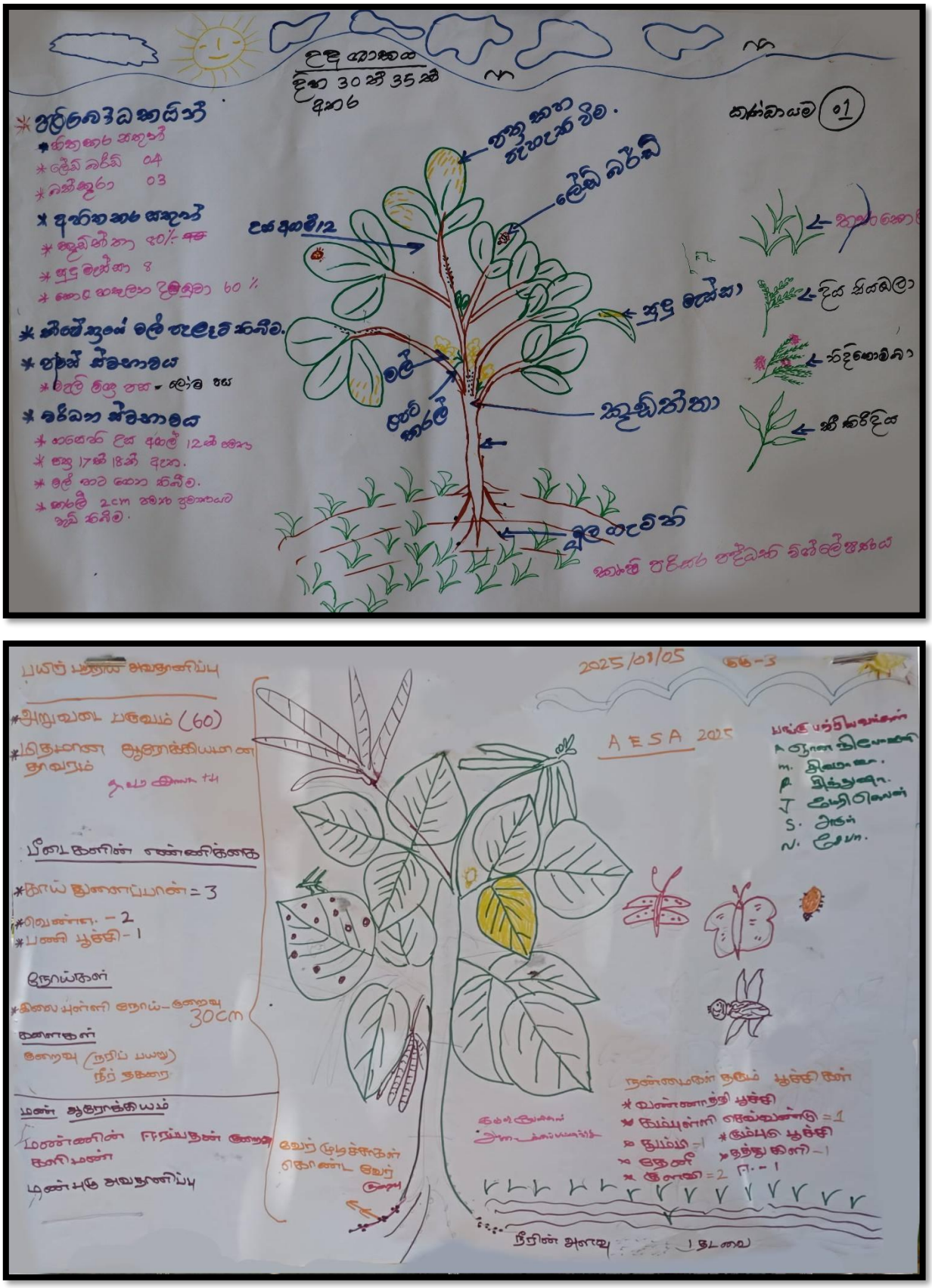

Fig. 7: AESA- Outcome and decision making

2.2.3. Component 3: Special Topics

- The special topic session focuses on providing technical knowledge and skills related to the crop's current growth stage.
- Topics are selected based on relevance to the current agronomic practices. The sequence of the topics has to be on a par with the curriculum.
- The session is led by the facilitator, who integrates scientific principles with farmers' practical experiences to ensure the topic is both informative and applicable.
- This session strengthens farmers' theoretical understanding and equips them with forthcoming crop management practices.

2.2.4. Component 4: Group Activities

- This component emphasizes on team work and group actions. Farmers are given freedom to interact with each other and exchange ideas.
- Group activities are designed to help participants to reflect on the day's learning and develop a shared action plan for the upcoming week.
- The component may include planning field demonstrations, scheduling joint activities, or preparing for interventions based on AESA findings.
- Participatory Rural Appraisal (PRA) tools, group exercises, and interactive games can be employed to enhance engagement and promote trust and communication among group members.
- These activities foster a sense of ownership and accountability while building the group's capacity to work together effectively in managing their crops and solving problems collectively.

3. Implementation of the FFS in the SARP Context

3.1 Training of Trainers (TOT)

Prior to the FFS implementation in the field, all the AIs and ALOs have to be trained on the extension systems and FFS methodology. To satisfy this condition, a two - day residential training workshops were conducted separately for HUBs. Next, before each season, a refresher and planning sessions were executed. These interactive sessions are facilitated to decide on the crops, locations, time schedule, responsible officer, *etc*. Further, special workshops were conducted on the disciplines such as climate-smart agriculture, orientation of small farmers to the modern markets, agro-ecosystem analysis (AESA), *etc.* For each district, a discussion forum was held with the AIs to reveal the progress and understand the limitations experienced.

4. Monitoring and Evaluation

To evaluate the effectiveness of the FFS, several monitoring tools were employed. The Ballot Box Test (BBT) is one simple method used to assess the knowledge gained by farmers. During the workshops, sessions, AIs were trained to prepare the ballot boxes and conduct the test in the field. The pre and post-implementation of BBTs provide a set of data to analyze the impact of FFS programme (performance index). Further, prior identification of the intended disciplines related to the crop, such as seed selection/varieties, planting techniques, pest management, fertilization etc. in the pre-evaluation facilitates understanding the knowledge gap and makes special treatments at the FFS.

To monitor the activities conducted at each session of an FFS, a specific format was developed. The form SARP/ FFSs/1[1] (Annex 1) has to be used to record the details of activities, observations, outcomes, recommendations*, etc. (sample -annex 2)*. For each day/ session, the AI has to fill this form and send to PMU via ALO and HUB coordinator. This process ensures the quality of the FFS session. To record the implementation progress, form SARP/FFSs/4 has to be filled by the ALO and send to PMU.

5. The Curriculum for FFS

5.1 The Curriculum according to crop calendar

The curriculum must coincide with the crop calendar. The extension worker has to ensure that the special topics focus on agronomic practices and recommendations which can be put into practice immediately or within the coming week. Table 2 provides a guideline for preparing the day-to-day curriculum for the FFS sessions. The sequence of the time schedule (sessions/days) can be changed according to the crop growth stage and the existing agronomic practices. Moreover, additions also can be done according to the special requirements of the crop. This curriculum is designed to execute the cropping calendar of OFCs such as chilies, cowpea, green gram, black gram, groundnut, onions and maize.

Most of the information can be found on the website of the Department of Agriculture (https://doa.gov.lk/). Further, ample amount of literature on the above crops is available as leaflets, pamphlets, journals, texts, internet, *etc*.

[1] *The Sinhala and Tamil Translations of this format were provided to the respective extension officers in the target area*

Table 2: Guideline for the Curriculum

Season: …….. *Crop: ……*

1. FFS session	2. Module	3. Age of the crop (weeks)	4. Technical details /Recommendations (extension worker has to record)
1	**Establishment of the FFS, introduction, and orientation** Welcome and introduction to FFS Registration of the participants/ basic information collection, crop for FFS Ballot box test (Pre evaluation) Instruction for the demonstration plot Attention to Agro-ecosystem analysis (AESA)		
2	**Seed/ planting material selection** Seed treatments and seed storage techniques, varieties Nursery management, soil management Pest and diseases at the initial stage Plant nutrients		

1. FFS session	2. Module	3. Age of the crop (weeks)	4. Technical details /Recommendations (extension worker has to record)
3	**Land Preparation and Sowing Techniques** Land preparation methods (ploughing, harrowing, leveling) Importance of proper land preparation Sowing techniques (spacing, depth, seed rate) Practical demonstration of sowing Show land preparation tools seed drills or hand-sowing tools at the demonstration plot		
4	**4. Crop management practices** Irrigation and water management Importance of timely irrigation Irrigation equipment (drip, sprinkler) Weed management, tools for weeding, spraying and protective methods Mulching		

1. FFS session	2. Module	3. Age of the crop (weeks)	4. Technical details /Recommendations (extension worker has to record)
5	**5. Nutrient Management** Understanding plant nutrition and deficiencies Organic and inorganic fertilizers Fertilizer application techniques Fertilizer samples (organic and inorganic), compost making Show nutrient deficiency symptoms		
6	**6. Pest and Diseases Management** Common pests and diseases of the crop Integrated Pest Management (IPM) principles Biological control methods Chemical control: safe use and handling Pest and disease identification, Samples of biological control agents Pesticide safety equipment		

1. FFS session	2. Module	3. Age of the crop (weeks)	4. Technical details /Recommendations (extension worker has to record)
7	**7. Crop Monitoring and Maintenance** Importance of regular crop monitoring Techniques for effective monitoring Observations, recording information, Identification of pest outbreaks and control measures. Collective actions		
8	**8. Harvesting and Processing** Harvesting methods to reduce losses Post-harvest handling, storage, cleaning, grading, packaging *etc.* Keeping quality, quality standards, and premium qualities.		

1. FFS session	2. Module	3. Age of the crop (weeks)	4. Technical details /Recommendations (extension worker has to record)
9	**9. Value addition and Marketing** Value addition possibilities and processing for market needs. Conversion factors. prices Limitations in value addition, Marketing, prices, profits and finding markets.		
10	**10. Summary and Evaluation** Discuss the outcomes of the FFS – strengths and weaknesses Apply Ballot Box Test (Post evaluation) and analyze the results Success stories. **A field day** can be organized to share the outcomes/achievements		

5.2 Climate-Smart Agricultural Practices

Climate-Smart Agricultural (CSA) Practices refer to a set of farming methods and technologies designed to sustainably increase agricultural productivity, enhance resilience (adaptation) to climate change, and reduce or remove greenhouse gas emissions (mitigation) where possible. In Sri Lanka, SARP focuses on building capacity among farmers, extension officers, and institutions to adapt to climate variability, mitigate greenhouse gas emissions, and ensure sustainable food production.

The SARP operates mostly in the dry and water-deficient areas. Therefore, attention is given to transferring the climate-smart technologies to the clients. The application of such technologies facilitates the cultivation of crops under harsh environmental conditions. The remedial measures and resilience practices are important to overcome the existing unfavorable production situations. The table 3 illustrates the commonly adopted climate-smart agricultural practices. The extension workers should provide instructions to the farmers in appropriate stages of the plant growth.

Table 3: The Climate-Smart Agricultural Practices

Growth Stage	Climate Smart Agricultural Practices	Expected Results
Land preparation stage	• Minimum/Conservation tillage	• To reduce soil erosion and moisture loss.
	• Contour ploughing and construction of contour bunds and trenches	• Prevents runoff, conserves water in sloping lands
	• Cover cropping or green manuring before land preparation	• Improves soil fertility, reduces need for synthetic fertilizers, increases organic matter in the soil
	• Adding organic matter to the soil	• To enhance moisture and nutrient retention capacity of the soil.
	• Incorporating charcoal made from crop residues (Biochar) into the soil	• Increases soil carbon content, improves nutrient retention
	• Soil testing	• For precise application of fertilizer and to reduce overuse.

Planting stage	• Drought-tolerant and early-maturing varieties	• Suitable for areas with uncertain rainfall patterns.
	• Seed priming[1]	• To enhance germination rate and seedling vigor under moisture stress.
	• Weather-informed planting	• Reduces risk of crop failure
Vegetative stage	• Mulching (with crop residues or straw)	• To reduce evaporation, control weeds.
	• Alternate wetting and drying	• To save water without reducing yield
	• Irrigation scheduling using climate data	• To save irrigation water
	• Split application of fertilizers	• To reduce leaching losses improve fertilizer use efficiency.
Flowering and fruiting stage	• Integrated pest management (IPM) (combines bio-pesticides, pheromone traps, and resistant varieties	• To manage pests sustainably
	• Climate-informed irrigation scheduling	• Adjust water use based on real-time weather data to save water.
	• Adopt pollinator-friendly practices	• To enhance natural pollination for better yields.
Harvesting stage	• Using weather forecasting tools	• To plan harvesting to avoid losses due to unseasonal rains.
	• Using crop residues for compost, biochar, or animal feed instead of open burning.	• Cuts down greenhouse gas emissions and recycles nutrients.

	• Using solar dryers or improved drying floors (e.g., raised platforms with covers)	• To reduce moisture content quickly and safely
	• Application of botanical or natural protectants (e.g., neem-based) during or after harvest	• To reduce pest damage
	• Use of mobile apps and SMS services to receive alerts on best harvest timing, expected rain, and market prices	• To facilitate farmers to make timely and profitable harvesting decisions

[1] *Seed priming is a pre-sowing treatment that involves soaking seeds in water for a specific period without allowing the seed to sprout. After priming, seeds are dried back to their original moisture content and then sown as usual. Green gram and cowpea seeds are primed before sowing in dry zones in Sri Lanka to ensure better establishment under erratic rainfall.*

6. Materials Required

- For the day 1 of FFS needs 20-25 bristle boards/flip charts/ (for BBT), tapes, scissors, marker pens and maybe specimens. The extension agent has to prepare 20 ballot boxes for the intended activities and display them at the field or any other place convenient for the farmers to access.
- Farmers should be provided with notebooks and pens to record the observations throughout the sessions.

  - For each FFS session, about 2-3 bristle boards/flip charts, 2 sets of platinum pens. 4 marker pens, a few blank sheets,
  - When necessary, specimens of seeds and planting materials, pests, diseases, fertilizers, weeds, equipment, past records. audio-visual aids have to be utilized

7. Instructions to Extension Workers

The extension officers are requested to adhere to the following instructions.

Duration of FFS

- Each Farmer Field School (FFS) should run continuously for 8- 10 sessions or[1] days to cover the cropping calendar, agronomic practices, marketing, value addition*, etc.*
- FFSs that run for less than 3 days will be considered as incomplete activities, and the PMU will not recommend the facilitators' payments.

Participants

Each FFS must have a minimum of 20 participants to be eligible for the programme. AIs have to register the farmers using the given format. The PMU will cover the cost of refreshments, stationery and establishment of the demonstration plot**.**

Facilitator's Payment

Facilitators will be paid after completing the session of the FFS programme and sending the Form **– SARP/FFSs/1** for each FFS Please refer to the attached forms. This is a necessary condition. The Finance Branch will directly send the payments to the personal accounts. Use the properly completed SARP form, named *Agreement for Providing Services***,** to obtain the claims. Please adhere to the instructions to avoid delays.
According to the *Public Administrative Circular 07/2025***,** the payment rate is decided.

Travel Allowance

Facilitators are entitled to a travel allowance recommended by the *Project Management Circular 3/2024* dated 01.08.24. The formula is as Price of 1L of Fuel/50 X km Travelled**.**

Action Plan and Time Frame

Each facilitator must submit an action plan with dates and curriculum before the commencement of the FFSs. This has to be incorporated into the District Plan and the outcome of the planning session.

By adhering to these guidelines, facilitators can ensure an effective execution of the FFS programmes and obtain timely payments.

8. Limitations

During the past seasons, the following limitations were observed.

1. Changing the dates of the FFS schedule. This will reduce the competence of the extension worker as well as the SARP activities. Further, this creates many issues in the process of finance, especially in sending the advance payments and settlements. The ALO has to settle the advance taken within 14 days. Further, sending over Rs. 100,000 is also restricted. Violation of these conditions has led to audit queries. *The PMU has to defend this as the Audit Management Committee.*

2. Limited cooperation of the extension hierarchy to the FFS programme is also observed. The higher authorities of the extension system were reluctant to release the extension officers. Many seminars, conferences awareness programmes were conducted at national, regional and district levels to provide information on the activities. Further, certain attitudes of the officers also a bottleneck to the implementation of the activities.

3. The agro-ecosystem analysis was not conducted as instructed, and the diagrams and relevant information were not received by the ALO/ PMU**.**

4. The information of each FFS, the form SARP/FFSs/1 were not received by the ALO/PMU.

5. A curriculum has not been followed. As a result, it is unable to ensure that the special topics were covered according to the crop growth stage or crop calendar.

Annexes **Annex 01**

SRRP/FFSs/1 (Format)

SARP/FFSs/1

Implementation of FFSs – Record of Activities and Evaluation

District: ……. DS division: …… GN division: …….

Location / Village: ……. FFS No: …. Day: …….. Date: …… Number of participants: …….

Module No: 01 **Introduction to FFS**			Duration : 3 hours	
Component No: 01 Objectives of the FFS and expectations			Duration:	
Date	**Time**	**Method/Activity**	**Technical Content/ Curriculum**	**Indicators and Measurements**
		(Facilitator)		
Module No: 01				
Component No: 02 Agro-ecosystem analysis			Duration:	
		(Farmers)		

Module No: 01				
Component No: 03 – **Special topic**			Duration:	
		(Facilitator)		
Module No: 01				
Component No: 04 Group dynamics			Duration:	

		(Facilitator introduces and farmers do it)		

FFS Facilitator

Signature……

Date……

ALO/Program Officer, SARP*

Signature…….

Date……

Area Coordinator, SARP*

Signature…….

Date……

ADA/AO of PDOA

Signature……

Date…….

Specialist PMU, SARP

Signature…….

Date :……..

Implementation of FFSs – Record of Activities and Evaluation

Annexes **Annex 02**

SRRP/FFSs/1 (Sample)

SARP/FFSs

District: ……. DS division: …… GN division: …….

Location / Village: …… FFS No: …… Day: …… Date:……. Number of participants: …….

Module No: 01 **Introduction to FFS (day 1)**				Duration : 3 hours
Component No: 01 Objectives of the FFS and expectations, pre-test				Duration: Approx. 45 min.
Date	**Time**	**Method/Activity**	**Technical Content/ curriculum**	**Indicators and Measurements**
		Facilitation, Interaction., Pre-test using ballot box test (only for day 1) (Facilitator has to do this part)	Welcome, introduction to FFS, explain the objectives, format of FFs, decide venue & dates for FFS, place of the demonstration plot and responsibility, group leader, etc.	Males/ females
			Decide the crop for FFS	
			Execute ballot box test, analyze the results, keep records, store all the ballot boxes, prepare an illustration (trend) and send to PMU via District office	Outcomes – knowledge levels of different subject areas,
			Obtain basic information of the participants -	Average knowledge

			demographic data, record, analyze and send to PMU via	Level of the group
			District office	Pre-test trend
			Make photos	Major issues to be
				addressed via FFS.
Module No: 01				
Component No: 02 Agro-ecosystem analysis				Duration: Approx. 45 min.
		Sub groups, Participatory Learning, Observations, Collection of specimens and materials (Farmers have to do this)	Send farmers to demonstration plot, sub- groups, record observations, plant growth, weather condition, etc.	Select outcome indicators
			Discussions, presentation using diagrams, specimens, etc.	which could be used
			record all findings, make decisions,	To evaluate the change
			Identify present and next cultural practices and needs	(pre and post)
			Store all the illustrations, make photos	

Module No: 01				
Component No: 03 – Special topic			Duration: Approx. 30- 40 min.	
		(Facilitator has to do this according to the crop calendar)	eg: Introduction to chili farming, varieties, nursery practices, planting, etc. (depending on the crop calendar)	
			(Provide technical details – Agronomic information,	Main points stressed
			cultural practices, recommendations	
			a brief curriculum has to be developed to cover the special	
			Topic each day.	
			*(Prepare a curriculum for entire 10-12 FFSs and send to	
			PMU via District office)	
Module No: 01				
Component No: 04 Group dynamics			Duration: Approx. 30 min.	
		(Facilitator has to introduce and Farmers have to collectively do it)	Introduce participatory method for future activities, identify	
			problems and needs, etc. Make a group activity which is relevant to the situation.	
			Make photos	

			*(Report success stories – before and after FFS at the end)	

FFS Facilitator

Signature……

Date: ……..

ALO/Program Officer, SARP

Signature: …….……

Date: ……

Area Coordinator, SARP

Signature……..

Date…….

AO/ADA/ PDOA Officer

Signature…….

Date……. .

PMU Specialist, SARP

Signature…….

Date: ,,,,,,,,,,,,……

Smallholder Agribusiness and Resilience Project
2/2/1, Kandawatta Road, Palawatta, Battaramulla

+94-112770986

www.sarp.lk

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