

LEAD FARMERS WORKSHOP ON EXTENSION AND TEAM WORK

Facilitator's Guidebook

Forward

This guidebook is designed to help facilitate a Lead Farmers' (LF) training in preparation and orientation for their work. It focuses on preparing individual LFs with strategies and methods when faced with socio-cultural challenges and obstacles that may come from their families, neighbors, community leaders, extension agents, NGOs, or even between themselves. It is very important to make sure that LFs believe in and support the ground rules/norms/ethics that will guide their work and decision making. For this reason, the training outlined in this guidebook is very participatory and flexible.

Initial training should take place after LFs have been selected by the community. Refresher trainings should follow each year. The facilitator should not give solutions for their challenges, but rather guide the LFs to come up with their own solutions. This is done by using skirts, stories, proverbs, and testimonies to spark discussion till they come to a consensus that suits their context. The aim is for them come up with their own solutions on what should be done when faced with challenges.

Each topic contains an outline which facilitators should study, but be free to edit, add or change to make it fit their audience or community. At the end of this book, there are links to useful websites for more materials on LFs.

If you have questions or comments, feel free to contact me at chrispinmirambo@gmail.com. My colleagues and I are eager to discuss this guide and facilitation topics with you. We are also open to constructive criticism. If you want us to facilitate training of trainers for your organization or Lead Farmers please us know.

Chrispin Mirambo

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Introduction

Lead Farmers, Farmer Promoters, and Farmer Motivators are all different names given to farmers who work with programs/projects to help motivate and train other farmers on new farming technologies/innovations. They are performing what is sometimes referred to as “Farmer-to-Farmer” extension services.

Simply having Lead Farmers (LF) in a project does not guarantee positive impact for the project and community. Their effectiveness and sustainability depends upon:

- Proper selection of the LF by the local community
- Willingness of farmers to volunteer as LFs
- Preparing LFs for their work
- Building LFs’ capacity over time
- Support from their families and the local community

For the LF to positively impact the community, they should be prepared for what is ahead. There are many things they have to know in advance: what will be expected of them, how to solve problems encountered when performing their role as LF, how to work as a team, etc. This guidebook explains tested and tried ways to train LFs for their work. It is written to help Project Managers and Extension Officers work effectively with LFs.

The following materials include three days-worth of training with a total of 11 topics. These materials can be presented in one residential workshop or they can be presented on three different days separated by several weeks, so that participants can return home to practice what they've learned before returning for further training. Several other suggestions for conducting a successful workshop include:

1. In order to allow all participants to contribute to the discussion, groups should never be larger than 25-30 farmers. An ideal group size is 15-20.
2. These lessons MUST be taught in the mother tongue/local language. Spend time researching and preparing terminology that the simplest villager will understand. Do NOT use technical terms you may have learned in another language.
3. Prepare yourself thoroughly to ask the critical questions in your outline, but be ready for group members to take you in other directions! If they raise unexpected, but related, issues that contribute to the learning process, let the discussion flow in that direction. If, on the other hand, a participant raises an issue that distracts from the topic at hand, bring the discussion gently back on track.
4. Prepare yourself thoroughly by reading background resources and discussing with your colleagues and mentors, but be ready to say “I don’t know” when participants raise questions beyond your expertise. They will respect you more if you tell them you will return with an answer, than if you try to make something up!

I. Topic 1: Introduction to Lead Farmer Training (4 hours)

Learning Outcomes – Participants will:

1. Understand the roles, responsibilities and what is expected of them as Lead Farmers
2. Be aware that there are many challenges and obstacles in their work
3. Come up with strategies on how to help improve their work and solve problems

Materials Needed:

1. Flip charts, marker pens, masking tape
2. A set of eight questions for group work

Preparation:

1. Prepare a true story/testimony and examples to share with them during concluding discussion
2. Review all discussions and be prepared to guide them appropriately

Learning Activities:

A. Small Group Discussion:

Organize participants in groups of 5-6 people. Each group should select a chairperson and group secretary. The groups should discuss and write on a flip chart what they have agreed as a group. Each group should answer all questions.

B. Questions for group work:

1. Who is a Lead Farmer?
2. Why do you want to be a Lead Farmer?
3. What are the roles and responsibilities of a Lead Farmer?
4. What are indicators of a good Lead Farmer?
5. Name the benefits and costs to you personally as a Lead Farmer
6. What are the project's objectives and goal?
7. What is the main extension message being promoted?
8. Why is it important?

C. Group Presentations:

Ask one member from each group to present their work to all participants. After each presentation, ask the listeners to ask questions and make suggestions to the group.

D. Summary of Discussion:

After the presentation session, ask for volunteers to work as a group to edit and compile all the groups' responses onto a new flip chart, then post it on the wall for all to see and read.

II. Topic 2: The Importance of Training Others (60 minutes)

Learning Outcomes – Participants will:

1. Know the importance of motivating and training others
2. Agree to commit themselves to training in their community

Materials Needed:

1. “Lifetime Plan” proverb poster
2. Flip chart
3. Marker pens and masking tape

Preparation:

1. Add pictures or drawings to the poster if possible.
2. Identify similar proverbs in their local language. Some proverbs don’t work in all communities. For example, “Give a man a fish, you have feed him only for one day, teach a man to fish, you have fed him all his life” won’t work in cultures that don’t eat fish!
3. Have a story/testimony to share with them during concluding discussion.

Learning Activities:

A. Show Poster: “Lifetime Plan” A Chinese proverb which says;

“If you are planning for a year, sow rice,
If you are planning for a decade, plant trees,
If you are planning for a lifetime, educate people.”

B. Discussion Questions:

1. Ask them if they understand the proverb
2. Ask them to explain what the proverb means
3. Ask them if they have a similar proverb in their local culture
4. Write their local proverb in their language. If there are several, write them on a flip chart

C. Concluding discussion:

1. Ask them if they are ready and willing to honor the proverb.



III. Topic 3: Training Farmers (90 minutes)

Learning Outcomes – Participants will:

1. Understand the importance of delivering one message at a time, rather than many messages at once
2. Know that training adults needs patience and different approaches than training children
3. Realize that trainers can do harm to a farmer even while thinking they are helping
4. Know the importance of building trusting, respectful relationships with those they are training
5. Understand that farmers should be respected

Materials Needed:

1. Flip chart
2. Marker pen and masking tape
3. Two volunteers for the short play

Preparation:

1. Review all discussion questions and be prepared to guide the discussion appropriately.
2. Recruit 2 volunteers for the role play.
3. Prepare a true story/testimony to share with them during concluding discussion.

Learning Activities:

A. Role Play: A Lead Farmer visits a new CA farmer to help establish a CA plot

1. Select two volunteers for a role play. One is a lead farmer, and the other is a new CA farmer. The skit proceeds like this:
 - a) The LF gives a lot of information and instructions to the new farmer.
 - b) The new farmer tries to ask questions, but is not allowed.
 - c) After all the instructions, the LF promises to comeback in two weeks' time to inspect the work done. He leaves without saying goodbye.

B. Questions for Discussions (Write all their answers on a flip chart):

1. Ask them what they have seen in the play (e.g. a hoe, a farmer, two farmers, a confused farmer, cap, books etc.)
2. Ask them can this happen to us, as LF?
3. Ask them why is the farmer behaving like this (e.g. LF is in a hurry going somewhere, LF not interested with project, etc.)
4. Ask them what advice they have for this LF to be more effective (e.g. teach by example/practical/demo, allow the farmer to ask questions, etc.)
5. Ask what can happen to the farmer/project as a result of this LF's behavior?
6. Ask them how can we prevent this from happening?

7. Ask what the project leaders should do if the LF does not change even after efforts to help him/her change (e.g. stop working with him, replace him)
8. Ask after how long with this behavior should he be replaced?

IV. Topic 4: Lead Farmer Follow up Visit to a CA farmer (30 minutes)

Learning Outcomes – Participants will:

1. Understand why some farmers do not follow LF instructions, trainings or technical advice
2. Decide on best way to help farmers
3. Understand what to do if all efforts to help a farmer fail

Materials Needed:

1. Flip chart
2. Marker pen and masking tape

Preparation:

1. Review all discussion questions and be prepared to guide the discussion appropriately.
2. Recruit two volunteers for the play and train them on what they must present
3. Prepare a true story/testimony to share during concluding discussion.

Learning Activities:

A. Role Play: A Lead Farmer visits a CA farmer with a CA plot.

1. Select two volunteers for a role play. One is a lead farmer, and the other is a new CA farmer. The skit proceeds like this:
 - a) The LF visits the farmer in their CA plot.
 - b) The LF criticizes the farmer's work.
 - c) The LF says they'll come back again once the field is "corrected."

B. Questions for Discussion (Write all their answers on a flip chart):

1. Ask them to describe/explain what they have seen in the role play
2. Ask them: can this happen to us?
3. Ask them why might the farmer's CA plot be poorly done (e.g. they were sick, too busy with other activities, not interested, expectations, family issues, family not supportive, etc.)
4. Ask them what the LF could have done to help the farmer (e.g. ask the farmer what challenges prevented them from doing a better job, take them to see their own CA plot or that of another farmer, seek help from other friends, relatives, village leaders, etc.)
5. Ask them, how we can prevent this from happening (e.g. have farmers work in teams, set a good example, etc.)
6. Ask them, if after trying to help the farmer, they still don't change. What should the LF do? (e.g. stop visiting them? after how long? how?)

V. Topic 5: Two LF Arguing in Front of a Farmer (60 minutes)

Learning Outcomes – Participants will:

1. Understand why facilitators should be prepared before going visit a farmer/ training
2. Know that facilitators should agree on who will lead a certain topic
3. Know that they should practice before visiting a farmer

Materials Needed:

1. Flip chart
2. Marker pen and masking tape

Preparation:

1. Recruit three volunteers for the role play and instruct them on what they must do.
2. Review all discussion questions and be prepared to guide the discussion appropriately.
3. Prepare true story/testimony/examples to share during concluding discussion.

Learning Activities:

A. Role Play: Two Lead Farmers visits a CA farmer in their CA plot.

1. Select 3 volunteers for a role play. Two are a lead farmers, and the other is a CA farmer. The skit proceeds like this:
 - a) The LFs visit the farmer in their CA plot to teach them about spacing and depth of planting stations.
 - b) One LF begins explaining to the farmer, but the other LF disagrees on distance of planting basins.
 - c) They start to argue in front of the farmer.
 - d) The farmer sits down and watches them argue.
 - e) At the end the farmer tells them she has to go get some water for her goats.

B. Questions for Discussions:

1. Ask them what they have seen in the role play
2. Ask them can this happen to us?
3. What can we do to prevent this from happening?
4. If 2 LF's disagree on something, what should they do?

VI. Topic 6: A CA Farmer Who Does Not Implement Agreed Assignment (60 minutes)

Learning Outcomes – Participants will:

1. Understand that knowing farmer attitudes and or problems is very important (find out why she/he does not do what he promised)
2. Know that a LF needs to try different techniques or methods when visiting/advising a farmer

Materials Needed:

1. Flip chart
2. Marker pen and masking tape
3. Two volunteers for the play or a story

Preparation:

1. Recruit two volunteers for the role play and instruct them on what they must do.
2. Review all discussion questions and be prepared to guide the discussion appropriately.
3. Prepare true story/testimony/examples to share during concluding discussion.

Learning Activities:

A. Role Play: A Lead Farmers visits a CA farmer in his CA plot.

1. Select 2 volunteers for a role play. One is a lead farmers, and the other is a CA farmer. The skit proceeds like this:
 - a) The LF visits the farmer in his CA plot. This is the fifteenth visit since started working with the farmer.
 - b) The LF asked the farmer why he did not do what the farmer agreed to do so that they can move on to another lesson in CA.
 - c) The farmer makes excuses that he was sick, too busy with his other farms etc.
 - d) The LF complains that last two rain seasons they did not plant anything in the CA plot and he the LF is worried that they might miss again the coming rain season.
 - e) The farmer promises that he will work on the CA field and it will be ready for planting before rain season.
 - f) The LF begs the farmer to keep his promise. He tells the farmer that he will come back after two weeks to see the CA plot.
 - g) The farmer makes a lot of promises that this time when he comes back the CA plot will be ready for planting.
 - h) The LF thanks him and wishes him good work.

B. Questions for Discussion:

1. Ask them what they have seen in the role play
2. Ask them can we have a farmer like this in our community?
3. What leads/makes a farmer to behave/act like this?
4. What can we do to prevent this from happening?
5. If you have a farmer who does nothing but keeps promising, what are you going to do?

C. Tell the Following Story:

1. Agnes is a LF, she has motivated and trained 15 farmers. 14 of the farmers have tried CA, all of them have benefited from practicing CA. One farmer, Mr. Moses, who was the first one to ask Agnes to teach her about CA has never tried CA.
2. Agnes has been visiting Moses to see his CA plot and to advice, but she always find that Moses has done nothing to the plot he has set to try CA. He has been visited 15 times in two year, and always promises to work on the plot, but the plot is never worked on. End of the story.

D. Questions for Discussion:

1. Ask them to tell the story in their own words?
2. Ask them can we have a farmer like this in our community?
3. What has lead/makes a farmer to behave/act like this?
4. What can we do to prevent this from happening?
5. If you have a farmer who does nothing but keeps promising, what are you going to do?

VII. Topic 7: A Bad Lead Farmer (1 hour)

Learning Outcomes – Participants will:

1. Understand that they have to teach and help others in their communities because they were chosen by the community and received free training from the project
2. Know that they are not supposed to charge farmers a fees for their services or request for money or anything
3. Understand all people should be treated equally and no favors given to some of them

Materials Needed:

1. Flip chart
2. Marker pen and masking tape
3. Three volunteers for the play

Preparation:

1. Recruit three volunteers for the role play and instruct them on what they must do.
2. Review all discussion questions and be prepared to guide the discussion appropriately.
3. Prepare true story/testimony/examples to share during concluding discussion.

Learning Activities:

A. Role Play: A Lead Farmers visits a CA farmer in his CA plot.

1. A LF is at his house preparing seeds for planting.
2. The first farmer comes and tells the LF that he has finished applying manure in all the planting stations and now he wants to know what the next step is.
3. LF doesn't even greet the farmer or ask him to sit on the chair, but tells the farmer he is too busy on that day.
4. The farmer tries to convince the LF but in vain. The farmer leaves.
5. The second farmer comes, explains to the LF that she had heard about the CA project from the village head and is interested and wants to join the project.
6. LF responds by saying that for her to be enroll in the project she needs to fill the application forms, they have to be printed in town and he does not have money to do so till after 3 months.
7. The farmer reminds the LF that the rains are expected soon so 3 months will be too late for her.
8. LF says he has spent his time and money to go learn about CA and now has no money at all, so please go home and think about that, and when you are ready come see me.

B. Questions for Discussion:

1. Ask them what they have seen in the role play
2. Ask them can we have a LF like this in our team/Community?
3. What leads/makes this LF to behave/act like this?
4. What can this cause to the project, to LF, to the community?
5. What can we do to prevent this from happening?
6. If you have a LF like the one we have seen in the play, what are you/we going to do?

VIII. Topic 8: The Importance of Teamwork and Cooperation (1 hour)

Learning Outcomes – Participants will:

1. Realize the importance of cooperation/collaboration in the work of a LF
2. Know the challenges and obstacles to LF work and project in general
3. Decide on best ways to utilize local human resources

Materials Needed:

1. Poster: “Teamwork”
2. Flip chart
3. Marker pen and masking tape

Preparation:

1. Review all discussion questions and be prepared to guide the discussion appropriately.
2. Prepare a true story/testimony to share with them during concluding discussions part.

Learning Activities:

A. Show Teamwork Poster (top picture only)

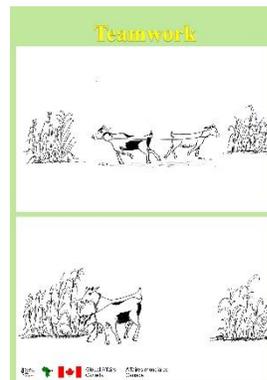
1. Cover the bottom picture with paper from flip chart
2. Ask them to describe/explain what they see in the picture
3. Ask them “Can these goats reach their goal?”
4. Ask them why they cannot reach their goal

B. Uncover bottom picture

1. Ask them to describe/explain what they see in the 2nd picture
2. Ask them “Can these goats reach their goal?” Why?
3. Ask them “Are these same goats in the 1st picture?”

C. Concluding discussion (Write all their answers on the flip chart)

1. Ask them what these goats might represent in their community?
2. Ask them what the grass might represent in their community?
3. Ask them what the rope might represent in their community?
4. Ask them whether they have they have seen similar things happening in their community?
Can they give examples?
5. Ask them if this can happen between LFs and the community? How?
6. Ask them how they can prevent this from happening?
7. Ask them how we can help solve such problems (e.g. introduce LF to the community leaders, cooperate with other organizations in the community, etc.)



IX. Topic 9: Setting a Good Example (1 hour)

Learning Outcomes – Participants will:

1. Understand the importance of a LF setting an example as a good CA farmer
2. Understand the importance of LF visiting each other

Materials Needed:

1. Poster: “Set an Example”
 - a. Top Picture: Monday field = LF whose CA field is disorderly with weeds, no mulch.
 - b. Bottom Picture: Tuesday field = Same LF visits a CA farmer whose maize is in rows with no weeds, the soil is covered with mulch, but the LF tells her “Add mulch.”
2. Flip chart
3. Marker pen and masking tape

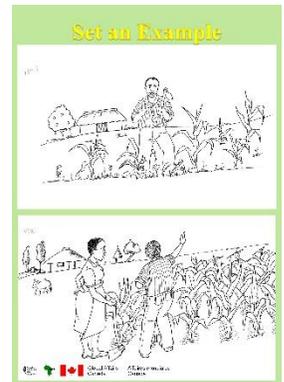
Preparation:

1. Have the poster in good shape.
2. Review all discussion questions and be prepared to guide the discussion appropriately.
3. Prepare a true story/testimony to share with them during concluding discussions part.

Learning Activities:

A. Show the poster: “Set an Example” and then ask the following questions (write all their answers on a flip chart)

1. Describe/explain what is going on (story) in the poster
2. Who is the man in upper picture? Where is he? What is he doing?
3. Ask them, can this happen to us? Who does he represent in our community?
4. Ask them how and or why this has happened to this Lead Farmer (e.g. he has too many farmers to work with, he’s not motivated, etc.)
5. Ask them how can we prevent this from happening? (e.g. have an agreed set of expectations for LF in advance, self-assessment meetings, project staff should 1st visit LF then other farmers, etc.)
6. Ask them, if this happens, how can we resolve the problem?



X. Topic 10: Gender Issues (2 hours)

Learning Outcomes – Participants will:

1. Analyze the current situation and importance of addressing gender issues in scale-up of CA
2. Understand best ways for different stakeholders to help each other addressing gender issues in families and communities in general
3. Know challenges and obstacles in in scale-up CA and sustainability
4. Decide on steps, strategies to address the issue

Materials Needed:

1. Flip chart
2. Marker pen and masking tape

Preparation:

1. Recruit three volunteers for the play.
2. Review all discussion questions and be prepared to guide the discussion appropriately.
3. Have true story/testimony to share with them during concluding discussion.

Learning Activities:

A. Role Play: A Lead Farmers visits a CA farmer in his CA plot.

1. A Lead Farmer returns home from training. Her husband welcomes her home
2. The LF tries to teach the husband about CA, the husband is not interested and tells her that such work is not for women and she should now go to the kitchen.
3. The wife goes to the kitchen, a neighbor comes and helps her prepare food.
4. The LF tells the neighbor about CA, she encourages the LF to share the knowledge with others in the community.
5. The LF's husband tells the wife he is going to see his friend to discuss on how to improve their farm as the rains are short and not predictable

B. Questions for Discussion:

1. Ask them what they have seen in the play.
2. Ask them can this happen in their community/families?
3. How and why can it happen?
4. What is the impact/result of such behavior?
5. What can we do to prevent this from happening?
6. Once it occurs, what can we do to solve the problem or improve the situation?
(e.g. Project staff should talk with the husband, discuss with other people in community)

XI. Topic 11: Record keeping (2 hours)

Learning Outcomes – Participants will:

1. Understand importance of record keeping
2. Know record keeping tools
3. Know what information and or data is needed for the project reports

Materials Needed:

1. Flip chart
2. Marker pen and masking tape
3. Farmers & Lead Farmers record keeping tools (see examples in Appendices A & B or use your own tools if the project has already developed them)
4. Three volunteers for a short role play

Preparation:

1. Recruit three volunteers and instruct them on the role play. One is an outside expert on cover crops, and the other two are farmers.
2. Review all discussion questions and be prepared to guide the discussion appropriately.
3. Prepare a true story/testimony to share with them during concluding discussion.

Learning Activities:

A. Role Play: Importance of Record Keeping

1. An expert visits the first farmer and asks them about their cover crops: When did you plant the cover crops? Did you plant same day with millet? How were the rains? Any insects or diseases? What did you spray?
2. The farmer does not have the right answers, so he just makes up a story about insects.
3. The expert leaves.
4. The expert visits a second farmer and asks the same questions.
5. The farmer has the right answers and consults her records book before responding to questions.
6. At the end she gets very good advice from the expert.

B. Questions for Discussions:

1. Ask them to describe what they have seen.
2. Ask them why the second farmer received good advice from the expert while the first one did not?
3. Ask them if have seen this happen in their community?
4. Ask them ask them what to do to prevent it from happening.

C. Preparing Record Keeping Materials:

1. If your project already has record-keeping tools, go through them to make sure they understand what is needed and the right place to put the information/data.
2. If your project has not yet developed record-keeping tools, show them the example in Appendices A & B, and work with them to change this so that they understand it easily and so that it will record all the information that they and the project need to record.

Appendix A: Example Farmer Record Keeping Form (Use a different form for each year)

Name: _____ (Copy/ Non-copy farmer) Village: _____

Number of years practicing CA: _____ Plot size year 1 _____

Plot size Year 2 _____ Plot size Year 3 _____

Name of Lead Farmer: _____

A) Trainings received

Type of training	Topics covered	Trainer	Notes:

B) Farm information

Field/size	Crops/ varieties	Date planted	Fertilizer/ manure	Observations (pests, weather, actions taken, etc.)	Yield
CA ¼ acre	Maize/ Pannar	15 Feb, 2017	Compost + wood ash	Fall Armyworm, sprayed Duduall and controlled effectively.	12 bags, 2 tins
	Lablab/ Katumani	30 Feb	none	Aphids, didn't spray	3 bags, 5 tins
Non-CA ¼ acre	Maize/ Pannar	15 Feb, 2017	Compost + wood ash	Poor germination due to dry weather after planting FAW (see above)	2 bags, 4 tins
	Lablab/ Katumani + beans/local	30 Feb	none		2 bags

C) After harvest

Storage	Kg or bags stored	Kg or bags sold
Polythene Bags	2 bags, 3 tins of maize	1 bag lablab
Traditional granary	No	No

Appendix C: Lead Farmers Action Plan

Before the end of the training, make sure LFs have come up with a three-month action plan for their work. Every three months, they should develop an action plan. Their seasonal calendar must be considered when making this plan.

Activity	Where/When	How	Why	Who
CA Awareness creation session	At the Orthodox church Early January	Request permission from priest- 5 minutes Before/during homilies	-to create awareness -expecting the message to quickly spread/disseminated to many people in and outside the community -To get first interested farmers to start working with	Anna & John
Meet with farmers who want to try CA	At village school 3 rd week of January	-Request permission from school teacher -Group meeting	To plan for trainings	Anna
Initial training of farmers who want to try CA	At village school 1 st week of February	-Request permission from school teacher -Group training on Introduction to CA	-to help participants understand the current situation of food security and environment, and causes. To make them aware that many of these challenges can be addressed through CA	Anna

Appendix D: Guidelines for Selecting Lead Farmers

Farmers who lead ‘Farmer-to-Farmer’ extension services are called master farmers, model farmers, farmer motivators, farmer promoters or lead farmers depending nature of the project, what is expected of them, and roles and responsibilities agreed upon between the project, community and the Lead Farmer. Some projects choose them from within the community, and other project prefer them chosen by farmers themselves. Our experience has shown that those who are chosen by farmers themselves usually do excellent work for both their communities and the project.

Below are guidelines to assist you when selecting lead farmers/farmer motivators from the community. He or she:

1. Has an interest in Conservation Agriculture (or whatever technology is being promoted)
2. Has a well-managed farm
3. Always keeps records
4. Has good relationships with others and is respected within community
5. Is literate
6. Is active in teaching and working with others
7. Is honest, dependable and committed
8. Is a patient and caring person
9. Has leadership abilities
10. Is willing to volunteer time to serve the community
11. Is permanently settled in the community, with home and family
12. Can be man or woman
13. Can be of any religious affiliation
14. Is willing and ready to participate in trainings conducted within the village and outside the district and or region
15. Should not be an excessive drinker

Some other important points:

1. Lead farmers are best selected in the second year of a project after potential candidates have demonstrated their farming skills and motivation to work with other farmers.
2. Discuss in detail all the above criteria/ guidelines at least a week before the agreed date for selecting of lead farmers. Be sure the people selecting the lead farmer/ farmer motivator understand:
 - The project (how it works, goal, objectives, future plans, etc.)
 - The roles and responsibilities of lead farmer/ farmer motivator
 - The type of person who will be a good motivator (have them review and add to the 15 points above)
3. Good lead farmers are a **key** to the success of a project. Selection of unsuitable lead farmers/ farmer motivators will probably result in project failure in their communities.
4. Select lead farmers carefully, as there will be a lot of time and money invested in their training.

5. Be certain that the persons selected understand clearly roles and responsibilities of lead farmers, what is expected of him/her, and is willing to accept these. They must be given time to think, discuss with their family, and decide if they are willing to be a lead farmer (at least 2-7 days before signing the agreement). Do not promise anything as a way to attract or make them to accept.
6. Have a written agreement with them signed by the community leaders, project staff and lead farmers clearly specifying;
 - What is expected of him/her
 - Roles/Responsibilities
 - Terms of service (is it a one-year contract or 3 years?) Is the contract renewable or not?
 - Benefits/ incentives etc.

Signing the agreement should be done publicly in front of village leaders, and the project beneficiaries they will serve. The project keeps the original signed agreement, while the LF and the group each must have a copy.

7. After being selected, they should receive training on how they will work, and the consequences (positive or negative) of becoming a lead farmer. This is very important as they will know in advance what might happen to them and be prepared for that.

Following all of the above guidelines and advice does not give you 100% that you will get the best people or that all of them will be good. Preparing them before they start their work, close follow-up, refresher trainings, and regular meetings with the LF team will go far to build their capacity, confidence and trust.

Appendix E: References:



- Simpson, B. M., Franzel, S. Degrande, A., Kundhlande, G., Tsafack, S. 2015. [Farmer-to-Farmer Extension: Issues in Planning and Implementation](#). US Agency for International Development, Washington, D.C.
- CFGB. 2017. [Effective Extension Methods](#). Canadian Foodgrains Bank, Winnipeg.