

CASE STUDY PIA 5: Research, Knowledge Management and Technology Transfer



13. PFS in Guji zone, a step towards institutionalization	
INTRODUCTION	<p>Created as an adaptation of the Farmer Field Schools and defined as a school without walls, the Pastoralist Field Schools seek to empower the community through experimental and participatory learning techniques. Learning how to face challenges is the goal of the PFS, a giant step toward resilience. However in most other areas, the PFS are facilitated by NGOs staff, raising the question of sustainability of the process. Some trials have been made to improve the link between the government extensions and the PFS, as the PFS in Guji started in 2011 is an example.</p>
LOCATION /GEOGRAPHIC COVERAGE	<div style="text-align: center;"> <p>Pastoral Field School (PFS) Sites</p> </div> <p>Map of Guji and Borana Zones showing the sites where impact assessment were conducted.</p>
STAKEHOLDERS AND PARTNERS	<p>Implementation by the government Liben Woreda Pastoral Development Office Suisse Cooperation and FAO</p>
METHODOLOGICAL APPROACH	<p>Actors: First meeting in Guji with PDO experts and different government authorities. Formation of: - <u>PFS facilitator</u> selected among the community or among the group of participants. o 18 DA's Facilitators o 13 Community facilitators o 8 Grade 10th complete facilitators - 5 <u>Pilot</u> PFS groups</p>

	<ul style="list-style-type: none"> - 1 <u>master trainer</u>, specialist in the approach, will train the facilitators during 3 weeks - 13 groups with 506 participants (60% males, 40% females) <p>Stretchy mapping with the group</p> <p>Study of different topics in groups and sub-groups (fattening, rangeland, livestock, crops, petty trade, water point development, soil and water conservation, sanitation, hygiene)</p>
VALIDATION	<p>The first assessment is an internal assessment launched by FAO: in 4 sites in Borena and 6 in Guji Zones, Oromia Region.</p> <p>They were conducted through the PFS group by 3 consultants; they noticed a significant improvement of Resilience and decrease in vulnerability.</p> <p>Conclusive impacts have also been noticed in Uganda or Kenya. Where the participants adopted new practices related to livestock (animal health or production) inter alia.</p>
IMPACT	<p>Achievement such as: protection of rock catchment water points, development and rehabilitation of Kalo systems. Development of business especially for women, development of trade capacity and creation of shops ...</p>
INNOVATION AND SUCCESS FACTORS	<p>This is the first step into recognition by the government and other stakeholders as an appropriate extension approach to empower pastoralists.</p>
CONSTRAINTS	<ul style="list-style-type: none"> - Important turnover of the staff especially in facilitators - Lack of vehicles to reach the remote areas - Lack of literate facilitators
LESSONS LEARNED	<p>The link with government extension is possible, the government is interested. But there is still a need to closely follow the facilitators and monitor implementation and impact (with weekly, monthly and final assessments).</p>
SUSTAINABILITY	<p>On gender issues, the PFS is a way to increase equality and to empower women with micro-finance, new livelihoods ... However, the proportion of women in the facilitator team remains very low.</p> <p>On the economic side: PFS activities should be budgeted within the national extension programs.</p> <p>For staff: possible training for the facilitators within the educational system (universities, adult education ...). Link PFS to PTC.</p>
UP-SCALING	<p>Extend the tools; keep on linking the process with the PTC or Adult Education systems.</p>
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URL OF THE PRACTICE	<p>http://www.disasterriskreduction.net/projectsandactivities/detail/?dyna_feffuid=191 http://globalallianceforaction.com/docs/FAO-VSF-PastoralistFieldSchools-2009.pdf</p>
RELATED RESOURCES THAT HAVE BEEN DEVELOPED	<p><u>ECHO-DCM partners 2011</u>: Good Practice Principles, Pastoralist Field Schools in the Drylands of the Horn of Africa – REGLAP / FAO</p> <p><u>D. Duveskog and al. 2009</u>: Pastoralist Field Schools, guidelines for Facilitation - FAO / VSF Belgium</p>

D. Duveskog 2012: DDR in the drylands of the Horn of Africa Pastoralist Field Schools: discovery based learning in practice – FAO/ REGLAP

S. Nega and al. 2012: Participatory impact assessment of Pastoral Field Schools: The case of Borena and Guji Zones, Oromiya region – FAO

Case Studies Adapted from : Flora Baudron, Good Practices Building Resilience Experience from Ethiopia and IGAD countries, FAO-SFE, 2013