Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)

Lesson Plan / Instructor Guide

Updated: December 2014

Duration: 4 days, approx. 8.5 hrs/day

Materials:

- PowerPoint Presentations (._VX indicates the version number – higher = newer)
  - Ilri_feast_day1_v5.pdf
  - Ilri_feast_day3_v5.pdf
  - Ilri_feast_day4_v5.pdf
- USB drives w/ computer activities, FEAST template, sample documents, etc. (1 per participant) **BE SURE TO COLLECT USB DRIVES AT THE END OF THE COURSE TO DOWNLOAD TEST DATA**
- Earbuds (1 per participant – optional, but recommended if using videos)
- Course outline / timetable
- Participant Handouts
  - Focus Group Discussion Guides
  - Individual Interview Questionnaires
- Activity materials
  - Selecting Farmers printed materials (if necessary)
  - Mock focus group discussion questions (multiple sets of 5, enough to give each participant a question to ask their group)
  - Mock farmer interview fact sheet (one for instructor)

Resources:

- Laptops with PowerPoint, Excel and Word 2007 or later for each participant + instructor (having less than a 1:1 learner-computer ratio will be suboptimal)
- Digital projector and screen (critical for software demos, slide show, etc.)
- Pencils, pens, clipboards for field exercise
- Printer (optional, but useful)
- Photocopier (optional, but useful)

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Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)

Course Synopsis

This course is designed to help the staff of organizations involved in agricultural development work apply the Farmer-Centred Diagnosis methodology and FEAST tools for designing and implementing interventions to improve smallholder farmers’ access to quality livestock feed.

The Farmer-Centred Diagnosis (FCD) methodology is an update of the long-established “Participatory Rural Appraisal” methodology, which focuses on having local farmers rather than outside experts drive the intervention. Outside facilitators (i.e., the participants in this course) play a supporting role, organizing focus group discussions and one-on-one interviews with farmers in the region targeted for the FCD in order to solicit farmers’ input on livestock feed-related problems facing the community and potential solutions. The facilitator then uses the utilities in the FEAST tool to analyze data collected, identify the most promising intervention strategies, and prepare a report and action plan to present to members of the local community.

The FEAST tool consists of PDF questionnaires for focus groups and individual interviews plus a specialized Microsoft Excel spreadsheet to help analyze the data collected and generate graphs for inclusion in the facilitator’s report.

Prerequisites

Participants should be generally familiar with agriculture and livestock production as practiced in the region where they will be facilitating the FCD. Some very basic computer skills are highly desirable, but not a hard requirement.

Key Skills

The course has the following strands:

- **Computer Literacy** (basic Excel skills, skills specific to the FEAST tool)
- **Data Analysis** (very basic statistics, interpreting graphs)
- **Report Writing** (being able to organize findings clearly in a paper following a standard outline)
- **Facilitation & Interview Skills** (asking open-ended / probing questions, note-taking, managing time, resolving conflict, etc.)
- **Research Methods** (recruiting a representative sample of farmers, logistics for organizing the FCD)
- **Project Management** (developing an action plan with milestones, defining roles and necessary resources, doing a very informal cost-benefit analysis and risk assessment, etc.)
- **Livestock Feed-Related Knowledge** (becoming familiar with the major issues involved with securing access to livestock feed, gauging quality of various sources, etc.)
Course Objectives

By the end of this course, participants should be able to:

- Help smallholder farmers in your assigned community improve their access to quality livestock feed
  - Facilitate group discussions and conduct one-on-one interviews with farmers to collect data about local agriculture and livestock production
  - Analyze data using the forms and utilities in the Feed Assessment Tool
  - Identify problems related to livestock feed and potential solutions
  - Produce a report detailing your findings and recommended interventions
  - Create an implementation plan
  - Present plan to farmers and follow up to confirm that improvements are sustained over long term

Best Practices for Delivery

1. **Avoid reading from the slides word-for-word.** Familiarize yourself with the materials to the point where you can speak extemporaneously about the subject. The PowerPoint decks for this course are intentionally verbose, more so than would normally be desirable, for the sake of facilitators who might not be subject matter experts, themselves.

2. **Provide appreciable real-world context for everything being presented.** Frame everything in terms of how it will help learners in their work and relate everything to the course’s ultimate real-world objectives. We want our participants to be effective FEAST facilitators, not just well-behaved training class participants!

3. **Use the discussion questions to stimulate interaction/engagement and the review questions to confirm that participants are grasping the concepts and skills being presented.**
   - Let participants know that they are not being “tested” and that the questions are to help gauge your effectiveness as an instructor rather than their capability as learners – if the class doesn’t know something, you will go back and review
   - Do not skip the discussion or review questions
   - Do not answer discussion or review questions for the participants (if no one knows the answer to a review question, backtrack and present the relevant point again)
   - Make sure that all participants are given an opportunity to contribute to discussions and do not let one or two highly assertive participants dominate
   - Accept other questions, so long as they do not lead the course unduly off schedule or off topic

4. **Leave plenty of time for Q&A and generally make the class as participatory and learner-driven as possible.** While some lecture will be necessary, learners will retain skills and knowledge better when they can discover and/or practice them for themselves.
Advance Preparation

Research Local Customs / Context

- See if any local customs or circumstances might impact class schedule (prayer times, siesta, extended lunch hours, etc.)
- Make sure you and class participants dress and act appropriately during field exercise with local farmers
- Try to find out average experience / education level of participants.

For Classroom Sessions (Day 1, 3 and 4)

- Try to get guest speaker presentations ahead of time and aim to ensure alignment with course objectives / project goals and that the FEAST approach is understood and reflected in intro. Consider sending a “suggested talking points” memo.
- Confirm suitability of classroom site and availability of equipment (projector, laptop, etc.)

For Field Exercise (Day 2)

- Coordinate with local leaders/farmers to find volunteer focus group & interview participants for field exercise. The goal is to enlist a representative sample of farmers in the area. It is generally better to make reasonable scheduling concessions in order to have a representative sample, otherwise the attendees might not be representative of the local community – which runs counter to the objectives for the FEAST training.
- Ideally, to complete the full day without rushing and allowing for participants’ questions, it is best to start at 8.30am and end at 5.30pm. However, farmers are often busy with their core work early morning, and setting an early start time (e.g. 08h30 etc.) might mean that farmers will not be available. In this case, you may want to start later and shift schedule as necessary. Evaluate what trade-offs / modifications can be made to accommodate the shortened schedule.
- If practical, scheduling should be finalized before the schedule sent to volunteers, and reconfirmed during the introduction of the focus group exercise.
- Coordinate with local project officer and local partner(s) to see if they are available to participate in the exercise
- Select a suitable venue for the exercise
- Arrange for translator / linguistic facilitation if necessary
- Arrange transportation for class participants, volunteers and other attendees (ensure vehicles seat at least 30)
- Arrange for food and water for class participants, volunteers and other attendees
- Print number of sufficient copies of FEAST Focus Group Discussion Guide and FEAST Individual Farmer Interview Questionnaire.
DAY ONE
(Time estimates do not include breaks)

Introduction (75 min.)

Notes:

In the introduction, we should clearly state the objectives for the course, how participating will help the learners in their work and – if not already appreciated – the larger significance of that work. Ideally, we would also align the course with the learners’ personal motivations, so it’s also worth pointing out that the skills being learned – computer literacy, data analysis, project management, conflict resolution – will also help them in their daily lives and career apart from conducting FCDs.

Normally, the introduction for a course of this kind would be quite brief – ten minutes or so – and would consist of the agenda, logistics, introductions and an overview of course objectives. However, in the interest of collecting baseline metrics for participants’ improvement, we will administer a pre-assessment test as part of the introduction.

There’s a good chance that both of the above will negatively impact the momentum of the presentation, so make sure they do not run overtime and do your best to “reset” the mood of the class once the course proper begins.

Activity 0.1 – Pre-Assessment Test

Learning Objective: Gauge participants’ prior knowledge / mastery of skills

Instructions: The assessment can be taken using the computer-based activities included on the USB drive or, if there is not a one-to-one device ratio (or close to it), may be administered as a paper-and-pencil exam.

Activity 0.2 – Icebreaker “Story Game”

Learning Objective: To get participants personally engaged / comfortable with speaking, interacting

Instructions: This can be replaced with any culturally appropriate “icebreaker” activity.

Starting with the class participant with the nearest upcoming birthday then proceeding clockwise around the room, participants take turns introducing themselves, sharing their name, organization and a very brief anecdote about themselves or something that happened to them recently. The next participant should try to relate their anecdote the previous participant’s anecdote, fostering a sense of connection.
Make sure the participants keep their anecdotes brief, and keep the mood light – there is no need for anyone to think too hard about the activity. Continue until everyone has introduced his or herself.

Example:

SARA: “My name is Sara, and this morning I saw a beautiful bird sitting on the fence outside my home.”

OMAR: “My name is Omar, and I had a pet bird growing up.”

ANITA: “My name is Anita, and I have two pet cats.”

Lesson 1: The FEAST Concept (60 min.)

Objectives:

• Compare how the FEAST methodology differs from other interventions to improve livestock feed
• List the major activities in a Farmer-Centred Diagnosis using the FEAST Tool
• Explain your role as a FEAST Facilitator
• Describe how the FEAST Tool is employed in a Farmer-Centred Diagnosis

Notes:

This lesson is about providing context and inviting participants to think critically about the larger issues involved. Emphasize the importance of smallholder farmers in general, livestock feed and livestock feed interventions in particular and the importance of the learners’ role as a FEAST facilitator. Make it clear that this will be a challenge, but learners should be confident that – if they consistently apply the techniques presented in this course – they will be up for it.

Avoid making it a one-way lecture, as after the intro with the lengthy pre-assessment participants will need active engagement. Use the many discussion questions to stimulate a two-way conversation between learners and the instructor, while being mindful to keep the lesson on schedule.

Lesson 2: Preparing for a Farmer-Centred Diagnosis (76 min.)

Objectives:
• Explain the key steps that FEAST Facilitators take to prepare for a Farmer-Centred Diagnosis
• Explain the benefits of planning
• Select groups of farmers to participate in focus group discussions who are representative of the entire community
• Select an appropriate meeting point for the focus group discussion

Notes:
The most important points to emphasize are that:

1. A successful FCD requires advance preparation – both in terms of arranging logistics and collecting background information on local agriculture and livestock production – and
2. We need to include all members of the community in the process, to get truly representative input and secure broad support for the FCD and subsequent intervention.

Participants won’t have much context for the FCD process yet, but should be able to appreciate the importance of advance planning for coordinating large groups of people.

Activity 2.1 - Selecting Farmers for Focus Group Discussions

Learning Objective: Participants should be mindful of who they invite to focus group discussions, and make sure that all groups within a community are proportionally represented (in terms of gender, ethnicity, wealth, etc.)

Instructions: This activity can be done individually, in small groups with participants sharing computers, or as a class with the instructor projecting the activity and taking direction from participants. Which scenario to follow depends partly on the number of computers available and partly on preference (it might be more fun to do in groups than individually, though individually assures each participant gets full benefit of the activity).

Demonstrate where to launch the Selecting Farmers eLearning from the USB drive. Walk through the instructions, then show how to view and select a farmer. Do not show too much of the activity.

Give participants time to complete and be available to answer questions. Generally note who is doing well and who is struggling. It is possible – but rather unlikely – that participants might randomly hit upon a correct answer without knowing what they are doing, so be sure to check for understanding.
Lesson 3: Focus Group Discussions (92 min.)

Objectives:

- Schedule and make preparations for a focus group discussion
- Lead farmers in a discussion of livestock feed related issues based on the Focus Group Discussion Guide
- Use open-ended questions and follow-up / probing questions to gather information
- Make sure that ground rules are observed and all participants get a chance to contribute
- Keep the discussion on topic and resolve disputes

Notes:

This section focuses on logistics and techniques for running focus group discussions, not the content of the discussion. While we will introduce the focus group discussion guide, do not delve too deeply into the contents of each section, as we will be going through it in detail in the next lesson. Instead, focus on the pattern that facilitators should follow for each topic, namely:

1. Ask an open-ended question from the discussion guide
2. Follow up with probing questions (both the ones listed in the guide and any that come to mind based on the farmers’ responses).
3. Help the group find consensus, or at least identify any significant differences of opinion

Remind participants throughout the lesson that they will be applying these techniques tomorrow with a real group of farmers. Hopefully the majority will want to be prepared for the exercise (if only to avoid embarrassment in front of the farmers) and become more engaged in the lesson.

Activity 3.1 – Mock Focus Groups

Learning Objective: Making participants aware that they need to follow up on questions from the focus group discussion guide, and giving them practice facilitating a discussion. While the subject matter in the mock focus group may be frivolous, structurally it is not dissimilar from a real FCD focus group.

Instructions: Have participants form small groups of 3 to 5.

Each member of a group will be given a card or sheet of paper with an open-ended question and a suggested follow-up question. Each member of a group should have a different question (so have multiple copies of 6 questions available).

Participants take turns asking the other members of group the open-ended question on their card. Questions should be inoffensive, but still allow for difference of opinion and playful debate.

Example: “If we were to make a movie about a FEAST facilitator conducting an FCD, what actor or actress should play the facilitator?”
The participant should then ask the follow-up question.

*Example: “What do you like about that actor/actress?”*

From there, the participant should generally help the group arrive at consensus. That said, the group should not spend more than 3-5 minutes on a particular question, in the interest of completing the activity in a reasonable amount of time.

**Possible Questions:**

If we were going to take an all-expenses paid tour of the world, as a group, but could only visit three places, which cities should we visit? / What would you want to do while visiting that city?

If we were to have a pet to keep in this classroom as our class mascot, what type of animal should we buy? / Why would that species make a good pet?

If we were to make a movie about a FEAST facilitator conducting an FCD, what actor or actress should play the facilitator? / What do you like about that actor / actress?

**Lesson 4: Collecting Data from Focus Group Discussions (65 min.)**

**Objectives:**

- Explain how data collected from focus groups is used in the Farmer-Centred Diagnosis Report
- List and summarize the major topics covered in the FEAST Focus Group Discussion Guide
- Record data using the Focus Group Discussion Guide
- Describe what constitutes a "household" in your assigned region
- Triangulate an overall answer to a question from multiple individual answers

**Notes:**

Most of this lesson will consist of a step-through of the focus group discussion guide. Hopefully the revised and annotated guide will be largely self-explanatory, still it’s worth touching on each section and clarifying exactly what data we are seeking to collect, defining any potentially unfamiliar terms and making sure everyone understands the same question the same way across the board (while questions may need to be interpreted differently in different contexts – e.g., intensive/agrarian communities vs. extensive/pastoralist communities - all facilitators should be in agreement of how to interpret them for the local context).

Discussion question #3 is something of a quasi-activity, in that it will involve the class conducting pairwise rankings of their favorite foods. This will hopefully provide a bit of levity and engagement.
Lesson 5: Individual Farmer Interviews (43 min. – not counting optional activity)

Objectives:

• List and summarize the major topics covered in the FEAST Individual Interview Questionnaire
• Record data from interviews using the Individual Interview Questionnaire
• Use probing / follow up questions to get more specific, quantitative information during an interview

Notes:

This lesson is another walk-through, only this time of the individual interview questionnaire rather than the focus group discussion guide.

Again, remind participants throughout the lesson that they will be applying these techniques tomorrow with a real group of farmers. Hopefully the majority will want to be prepared for the exercise (if only to avoid embarrassment in front of the farmers) and become more engaged in the lesson.

Activity 5.1 – Mock Interview(s) OPTIONAL / TIME PERMITTING

Learning Objective: Familiarizing participants with the discussion guide and demonstrating the importance of asking probing questions.

Instructions: The instructor plays the role of a farmer and participants take turns asking questions from the guide. The instructor should answer from a fact sheet, but there should be a few key facts that participants will not discover unless they ask follow-up questions.

We need to create a fact sheet with some plausible farmer data.
DAY TWO

Day Two Preparation

- It is important to leave for the field site as early as practical, to ensure you will arrive before the start time arranged with local farmers.
- If for some reason farmers are not available at the appointed time, shift schedule as necessary and evaluate what tradeoffs can be made to accommodate the needs of the particular group. This can be a teachable moment, as participants will need to deal with similar unexpected developments in the field.
- Bring a sufficient number of printed copies of FEAST Focus Group Discussion Guide and FEAST Individual Farmer Interview Questionnaire.
- Ensure that farmers are treated with respect (i.e. get priority on seating arrangements, etc.)
- If class participants do not explain the purpose of the meeting adequately, you might want to clarify the purpose of the exercise for the farmers.
- Remember to order enough food for all participants and farmers.
- Wherever possible, try to take photos of this session (as well as previous sessions) for record keeping and use in materials.
## Day Two – Review & Preparation for Field Exercise

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<tr>
<th>Slide(s)</th>
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<th>Time (min.)</th>
<th>Script (intended as guideline do not read word-for-word)</th>
<th>Notes</th>
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<tr>
<td>Do</td>
<td>3</td>
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<td>Have class participants gather together as teams (i.e., the teams selected at the end of Day 1)</td>
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<td>Do</td>
<td>2</td>
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<td>Distribute copies of the FEAST Focus Group Discussion Guide and FEAST Individual Interview Questionnaire to each participant.</td>
<td>Focus Group Discussion Guide, Individual Farmer Interview Questionnaire</td>
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<td>Say</td>
<td>1</td>
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<td>&quot;Today we are going to use what we learned yesterday to conduct a practice FEAST focus group discussion and individual farmer interviews.&quot;</td>
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<tr>
<td>Discussion</td>
<td>2</td>
<td>&quot;Recalling yesterday's lesson, who can tell me the purpose of the focus group discussion?&quot;</td>
<td>Answer sought: to get farmers’ feedback on current conditions, problems and opportunities related to livestock feed</td>
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<tr>
<td>Discussion</td>
<td>2</td>
<td>&quot;And at the end of the focus group discussion, what will we do?&quot;</td>
<td>Answer sought: select 9 farmers, 3 from each landholding category, for individual interviews</td>
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<tr>
<td>Discussion</td>
<td>2</td>
<td>&quot;And what is the purpose of the individual farmer interviews?&quot;</td>
<td>Answer sought: to gather specific data from which to extrapolate a general picture of conditions in the local area.</td>
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<td>Discussion</td>
<td>3</td>
<td>&quot;Finally, if this were a real FEAST implementation, what things would we – as facilitators - have done prior to the focus group session?”</td>
<td>Answers should include preliminary</td>
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<td>Say</td>
<td>1</td>
<td>&quot;Today we are going to be meeting with smallholder farmers from the local area. They are being very generous with their time today, so please treat them with utmost respect.&quot;</td>
<td>scoping exercise, recruiting technical team, selecting meeting point, obtaining clearance from authorities, etc.</td>
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<td>Say</td>
<td>1</td>
<td>&quot;Each team will be assigned a group of farmers. You will conduct practice focus group discussions, exactly like we outlined yesterday. At the end of the focus group discussion, you will select farmers for individual interviews.&quot;</td>
<td>• Call attention to any specific local customs or cultural sensitivities of which participants might need to be aware.</td>
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<td>Say</td>
<td>1</td>
<td>Call attention to the discussion guide and questionnaire. “The focus group discussion guide and individual interview questionnaire are designed to help you. Just have the facilitator lead the farmers through the topics in the same order that they are presented in the guide, while the note takers record the answers in their copy of the workbook. Do that, and you should be fine.”</td>
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<td>Discussion</td>
<td>3</td>
<td>“Who on each team is going to be the facilitator?” [wait for show of hands] “Great – now what were some of the guidelines we discussed yesterday for being an effective facilitator?”</td>
<td>• Answers should include: keeping discussion on topic, asking open-ended questions, resolving conflict, not lecturing / letting farmers lead</td>
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<td>Discussion</td>
<td>2</td>
<td>“Excellent – and who will be our note takers?” [wait for show of hands] “Can you</td>
<td>• Answers should</td>
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<td>remember any of the guidelines we discussed yesterday for taking notes?</td>
<td>include: summarize what is said instead of recording word-for-word, take notes on flip chart, compare notes at end of session</td>
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<td>Say</td>
<td>1</td>
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<td>“Who are the time keepers?” [wait for show of hands] “Excellent. Note the time estimates for each section in the focus group discussion guide.”</td>
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<td>Say</td>
<td>2</td>
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<td>“After the focus group discussion, you will select farmers and conduct one-on-one interviews. One thing to remember - today, we have very large teams. Each team member will be able to interview one farmer, and so we should be able to complete all of the interviews in less than an hour. However, in a real FEAST implementation, you will only have yourself plus maybe one or two other team members to help conduct interviews. In that case, you will have to interview one to three farmers at a time, and need to make sure the other farmers do not leave before you have a chance to interview them. You might want to offer them lunch while they wait, or offer lunch at the end of the interviews to give them a reason to stay.”</td>
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<td>Discussion</td>
<td>5</td>
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<td>“Does anyone have any questions before we bring the farmers over to begin?” Open the floor to questions</td>
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# Day Two – Field Exercise

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<tr>
<td>Do</td>
<td>5</td>
<td>Assemble farmers and divide into groups as needed.</td>
<td>Ensure that farmers are treated with respect (i.e. get priority on seating arrangements, etc.)</td>
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<td>Say</td>
<td>5</td>
<td>Thank farmers for their participation.</td>
<td>Observe local protocol (greetings, prayer, etc.)</td>
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<td>Ask: “How many of you spend a lot of time and effort dealing with issues related to feeding your livestock?” (ask for a show of hands)</td>
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<td>“Today’s meeting is part of the FEAST program, which seeks to help local farmers develop their own solutions to problems related to livestock feed. The staff members involved in today’s exercise are training to become FEAST facilitators, so they can help guide communities through the process.”</td>
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<td>“Today, we are going to conduct group discussions, where you will be invited to share your knowledge and opinions about the conditions related to farming and livestock in your communities. The team leaders will explain more once the discussions begin, but for now know that the exercise will take approximately three hours, and some farmers will be asked to stay an additional hour for one-on-one interviews, to get more detailed information.”</td>
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<td>Discussion</td>
<td>3</td>
<td>“The information we collect during today’s exercise will be analyzed by the participants as they practice developing strategies to improve local access to livestock feed. <strong>The results and recommendations will be shared with the community at a later date, after the analysis</strong>”</td>
<td>Emphasize that no final decisions will be reached today re: interventions</td>
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<td><strong>is completed.</strong> Before we begin, do we have everyone’s consent to use the information you share with us for this purpose?”</td>
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<td>Discussion</td>
<td>4</td>
<td>“Does anyone have any other questions before we begin?”</td>
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<td>Do</td>
<td>12</td>
<td><strong>Assign groups of farmers to teams of participants. Make sure each group has enough space to not be distracted by the other groups. Make sure each team has a flip chart and necessary materials.</strong></td>
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<td>Say</td>
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<td>For each team/group, introduce the lead facilitator then let the lead facilitator conduct introductions with individual farmers and the rest of the team members.</td>
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<td>Say</td>
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<td>“Is everyone ready?” [wait for confirmation] “Excellent – begin!”</td>
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<td>Activity</td>
<td>180</td>
<td><strong>Make rounds and observe the various focus group discussions in progress. Try to be unobtrusive, and only intervene if things are going seriously wrong.</strong> Ensure proper record keeping and time keeping is taking place.</td>
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<td>Activity</td>
<td>30</td>
<td><strong>As teams reach the stage of selecting farmers for individual interviews, consult with each team and verify that the farmers selected are representative (but do not make the selections for them).</strong> Ensure adequate representation of views (gender, region, etc.)</td>
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|         |         |             | • Make sure details including phone numbers are recorded  
• **Get separate informed consent for individual interview**  
• Talk to farmers selected for individual interviews and confirm that they are all willing and able to participate.  
Make sure team members thank farmers who are not selected for their |       |
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<td></td>
<td>Break</td>
<td>30</td>
<td>Serve refreshments to all.</td>
<td>• Excuse farmers who are not selected for individual interviews.</td>
</tr>
<tr>
<td>Activity</td>
<td>Activity 60</td>
<td></td>
<td>Have participants conduct individual interviews with selected farmers.</td>
<td>• Make sure there is enough space for everyone.</td>
</tr>
<tr>
<td>Break / Do</td>
<td>30</td>
<td>Lunch with farmers selected for individual interviews.</td>
<td>• At end of lunch, thank farmers for their participation and excuse them.</td>
<td></td>
</tr>
<tr>
<td>Say</td>
<td>Say 45</td>
<td></td>
<td>Debrief participants on exercise, answer any questions that arise.</td>
<td>• Consider having a 2nd person /assistant take notes of the main issues discussed</td>
</tr>
<tr>
<td>Variable</td>
<td>Return to office.</td>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Activity</td>
<td>Activity 60 minutes</td>
<td></td>
<td>Make photocopies of completed questionnaires and discussion guides. Participants exchange questionnaires and review one other than their own for completeness / accuracy. Contact the interview respondent for clarification if necessary.</td>
<td>• Have cell phones available to contact respondents. Make sure participants review the entire questionnaire before contacting respondents, so they only need to make one call.</td>
</tr>
<tr>
<td>Slide(s)</td>
<td>Action</td>
<td>Time (min.)</td>
<td>Script (intended as guideline do not read word-for-word)</td>
<td>Notes</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>-------------</td>
<td>--------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Say</td>
<td>5</td>
<td>Dismiss the class for the day. Provide information on Day 3 start time.</td>
<td>•</td>
</tr>
</tbody>
</table>
DAY THREE
(Time estimates do not include breaks)

Lesson 6: Follow-Up Visits (260 min.)

Objectives:

- Conduct follow-up research to assess facts behind any incomplete or disputed sections of the Focus Group Discussion Guide or Individual Interview Questionnaire

Notes:

This is the shortest lesson. The objective is simply to point out that it might, in some cases, be necessary to remain in the community a bit longer to ground truth data collected during the focus group discussions and interviews.

On a practical note, it can also afford time to photocopy completed interview questionnaires, if necessary.

Lesson 7: Entering Data into the FEAST Data Template

Objectives:

- Describe how data is used in the Farmer-Centred Diagnosis report
- Enter data from focus group discussion into the FEAST data template
- Add individual farmers to the FEAST Data Template
- Enter data from individual farmer interviews into the FEAST Data Template
- Add local crops and units of measurement to the Lookup tables

Notes:

The key to keeping this lesson engaging is to focus on the ultimate purpose of entering data into the utility and relating it back to the previous day's exercise. Depending how familiar the participants are with spreadsheets, you can keep the general explanation brief. The lesson follows a standard pattern of modeling a process, participants practicing the process then holding a review / debrief.

Activity 7.1 – Adding Units

Learning Objective: Hands-on practice with the utility
**Instructions:** Model how to add local units in the template, then have participants add any units referenced by farmers in the previous day's field exercise. If no local units were user, have participants add acres.

**Activity 7.2 – Entering Focus Group Data**

**Learning Objective:** Hands-on practice with the utility

**Instructions:** Model how to enter focus group data into the template, then have participants add the focus group data from the previous day’s field exercise. Participants should compare their results to their teammates from the field exercise.

As instructor, make yourself available to answer questions and try to give at least a quick review of each group’s results.

**Activity 7.3 – Entering Interview Data**

**Learning Objective:** Hands-on practice with the utility

**Instructions:** Model how to enter interview data into the template, then have participants add the interview data from the previous day's field exercise.

Depending on time, participants can either work in groups and take turns entering each farmer’s interview data or work individually and enter data for all farmers (either photocopy or pass around the completed questionnaires).

**Lesson 8: Viewing Graphs in the FEAST Data Template (65 min.)**

**Objectives:**

- Generate graphs in the FEAST Data Template
- Recognize the various types of graphs available and describe what kind of data each graph is best suited for
  - Bar Graphs
  - Pie Charts
  - Line Graphs
- Interpret the data displayed in graphs

**Notes:**

Depending on how familiar participants are with graphs and spreadsheets, you can skip ahead to stepping through and explaining the specific graphs available in the FEAST Data Template.
Activity 8.1 – Viewing Graphs

Learning Objective: Hands-on practice with the utility

Instructions: Have participants open the sample pre-populated FEAST template and reference it while answering the clicker-response questions on the following slides. Feel free to ask additional questions.

Lesson 9: Summarizing Data (45 min.)

Objectives:

- Summarize qualitative data collected from the focus group discussions and individual farmer interviews
- Summarize numerical data
- Determine the mean and range for a set of data
- Calculate percentages
- Present pairwise ranking results in tabular form

Notes:

The primary focus of this lesson is to develop basic report writing skills, or at least foster a greater awareness of what constitutes well-organized versus poorly-organized report writing. Participants should learn to identify and succinctly state the main findings of their research then provide supporting data as appropriate.

Activity 9.1. – Summarizing Qualitative Data

Learning Objective: Participants should learn to recognize well-organized writing and apply the same structure to their own work.

Instructions: Show participants how to access Summarizing Qualitative Data e-Learning activity. Since the activity involves audio, it might be worth having participants use headphones (if available) or watching the videos as a group then having participants complete the following questions. Alternately, the class can go through the activity together, with different participants or small groups of participants taking the lead on each part of each exercise.
DAY FOUR

Lesson 10 – Preparing the FCD Report (270 min.)

Objectives:

- Present the findings of the Farmer-Centred Diagnosis in a final report
- Recognize evidence of common underlying problems in livestock feed systems
- Identify appropriate livestock feed intervention strategies and adapt them to the local context
- Clearly explain your findings and recommendations and cite supporting data

Notes:

In this lesson, participants will review sample reports then compose a rough draft of a report based on data collected during the field exercise. Do not actually distribute the sample reports, as we want to discourage line-by-line parroting of the samples and encourage let participants know that they only need to produce a very rough draft of each section, and not to spend too much time revising. Assure them that it is OK if they cannot complete a report during the class time as long as they make a good effort and gain a sense of how a report should be structured.

Activity 10.1 – 10.5 – Writing an FCD Report

Learning Objective: Giving participants additional writing practice while familiarizing them with the structure and content of an FCD report.

Instructions: This activity can be done individually or in pairs.

The FCD report should be based on the data collected during the field exercise on day 2 and entered into the FEAST template on day 3.

After each section, participants should compare their draft to those of their teammates from the Day 2 exercise. The instructor should make an effort to quickly review and provide feedback on each group's progress.

Lesson 11 – Implementing Livestock Feed Interventions (60 min.)

Objectives:

- Evaluate and prioritize suggested interventions
• Create a roadmap for implementation
• Secure buy-in from farmers and other local stakeholders
• Follow up to determine effectiveness of interventions

Notes:
This lesson, while relatively brief and coming at the end, is in many ways the most important, hopefully you will not be pressed for time. The ability of partners to take the FCD process beyond research through implementation and having a tangible impact on smallholder farming communities is a critical link in how ILRI research yields practical benefits.

In some ways, the basic project management concepts in this section are commonsensical, but participants need to think critically and realistically about the feasibility and probable impact of various intervention recommendations.

Activity 11.1 – Evaluating Interventions

Learning Objective: Participants should practice critically analyzing their recommendations.

Instructions: As a group, each team from the field exercise should review the interventions recommended in their reports, plot a graph of feasibility vs. potential impact and select the best interventions.

The team should go around and evaluate each participant’s top 3 intervention recommendations and help select the best one. The final list should feature the best recommendation from each team member.

Activity 11.2 – Creating a Road Map

Learning Objective: Participants should gain an appreciation of the practical concerns involved in implementing livestock feed intervention recommendations.

Instructions: Each participant should outline a rough “road map” for implementing their chosen feed intervention recommendation. Without getting too bogged down in details, participants should identify roles, resources and constraints and outline high-level milestones.

Participants should then share with their team or – if time permits – the entire class.
Wrap-Up (75 min.)

Notes:

As with the introduction, a large portion of the wrap-up time will be taken up by an assessment test. However, the wrap-up portion of a course is a potentially valuable opportunity to reiterate the most important concepts participants need to remember as they transition to applying the course content to the work, so hopefully there will be time for Q&A.

Activity 12.1 – Post-Assessment Test

Learning Objective: Gauge participants’ mastery of skills

Instructions: The assessment can be taken using the computer-based activities included on the USB drive or, if there is not a one-to-one device ratio (or close to it), may be administered as a paper-and-pencil exam.

Activity – 12.2 Participant Survey

Learning Objective: To gather feedback for improving the course

Instructions: The survey can be taken using the computer-based activities included on the USB drive or, if there is not a one-to-one device ratio (or close to it), may be administered as a paper-and-pencil questionnaire.