

LESA PROCESS

Livestock Ecosystems Analysis (Lesa)

Livestock ecosystem analysis is used to measure the performance of treatments in the PTD as follows:

LESA PROCESS



1. Observation of Hive performance



2. Data collection from hives parameters



3. Data Processing analyzing parameters



4. Data presentation to plenary members of FFBS

Step 4 Field days

During the period of running the FFBS, field days are organized where the rest of the farming community are invited to share in what the group has learned. One or two field days can be conducted per season. During these field days, members of the FFBS are the facilitators.

Step 5 Graduation

This activity marks the end of the season long FFBS. It is usually organized by the farmers, facilitators and the coordinating office. During this time, farmers are awarded certificates.

Step 6 Farmer runs FFBS

FFBS farmer graduates have now gained the knowledge and confidence to run their own FFBS

Step 7 Follow up by facilitators

-The facilitator occasionally will follow-up on the schools that have graduated, preferably on monthly basis. The core facilitators also backstop on-going farmer run FFBS.



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FARMER FIELD AND BUSINESS SCHOOLS (FFBS) APPROACH IN APICULTURE VALUE CHAIN



Introduction

Farmer Field and Business School (FFBS) is a participatory extension approach, whereby farmers in a school are given the opportunity to choose the methods of production through the discovery-based approach.

Establishment of FFBS

FFBS is established through a participatory process of community mobilization in order to identify a group of Apiculture farmers with similar interests in the value chain. FFBS can also be formed from an existing Apiculture farmer group.

Membership of FFBS

The recommended membership of FFBS is 25-30 members. This allows for the participation of every member during the implementation process.

Classical steps in FFBS

Step 1: Conduct Ground working activities

This is the mobilization stage of the FFBS methodology, which involves identifying Group Facilitators' to be trained and community groups to implement the Apiculture FFBS.

Step 2: Training of facilitators;

The facilitators identified during the FFBS ground working are trained on the following:

- Honey and other bee products production and Marketing aspects in Apiculture
- How to effectively deliver these bee products production and marketing topics using non-formal education methods
- Participatory technology development (PTD) on Apiculture
- Non-formal education methods with emphasis on what, when and how to use non formal education in FFBS



A session during training of facilitators

Step 3: Establishment and running of the FFBS

The FFBS is established through a process of identifying and listing the major challenges that are ranked using a pair wise ranking procedure as shown in example below



Sub groups involved in problem identification and pair wise ranking

Example:

Problems/challenges in bee keeping as identified by an FFBS

- Poor husbandry practices in Apiculture (PHPA)
- use of inferior hive technologies (UIHT)
- Poor Apiary management (PAN))

Pair wise ranking procedure

Each of the problems is listed on a table along the first row and first column as shown in the table below. The problems listed are given acronyms for ease of fitting them into the table. Within the table, two problems are compared at a time, the one with the highest priority is listed in the table. The results are then scored and ranked as shown

Pair wise ranking table

	PHPA	UIHT	PAN	Scores	Rank
PHPA		UIHT	PHPA	1	2
UIHT			UIHT	2	1
PAN				0	3

The problems within the table are counted and scores given accordingly, resulting in ranking of the problems from the greatest to the lowest. From this example use of inferior hives technologies (UHIT) is ranked first and hence a participatory technology development (PTD) is developed on this area

Setting Participatory development designs to address use of Inferior hives technology

Participatory technology development is a process of engaging the FFBS to design a learning process around the problem ranked first by identifying opportunities referred to as, treatments that can be used in this area to mitigate the problem.

Examples of treatments

Treatment 1 Improved Kapkuikui super log hive

Treatment 2 Improved Kenya top bar hive

Treatment 3 Improved box hive

Treatment 4 Farmers practice Log hives

The treatments are designed in a block that will be implemented as shown

Treatment 1	Treatment 2	Treatment 3	Treatment 4
Improved Kapkuikui super log hive	Improved Kenya top bar hive	Improved box hive	Farmers Practice Log hive