DISTINCTIVE BY DESIGN

UNIVERSITY OF CANBERRA

FARMER INTEGRATED LEARNING MODEL (FILM)

Developing approaches to enhance farmer water management skills in Balochistan, Punjab and Sindh in Pakistan

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Project Partners

What we knew

- Extension methods including FFS were not working for scale out (Waddington, 2014)
- Farmers trust other farmers more than others (focus group discussions 2016)
- Farmers did not know how to teach

What we believed

- Farmers are very knowledgeable
- Their knowledge is ***different but of equal value*** as the researcher and other stakeholders
- We needed to build from that knowledge base
- We need to learn together

Philosophical Basis of the Team's Practice

Asset Based Community Development

Valued the skills, capacities and assets of the farmer, the family and the whole community

Adult Learning Theory

Teaching and learning is a two-way process not just telling and demonstrating

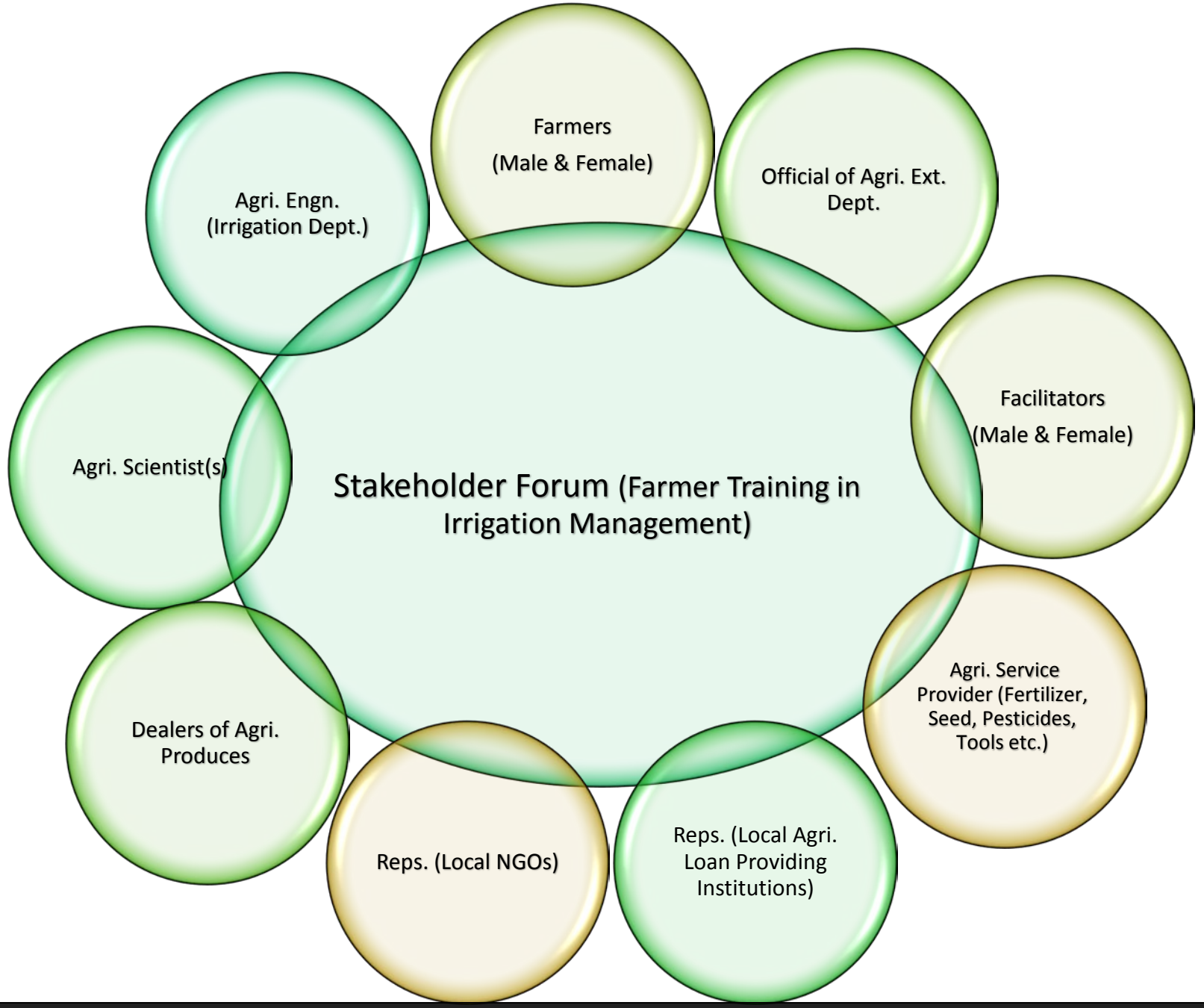
What we did

Called stakeholders together

- Listened and shared
- Saw the issue from others' perspectives
- Valued each other

Trialed 3 models of adult education

- Value Management
- Collaborative Problem solving
- Discovery Learning


Farmers
(Male & Female)
Official of Agri. Ext. Dept.
Agri. Engn.
(Irrigation Dept.)
Facilitators
(Male & Female)
Agri. Scientist(s)
Stakeholder Forum (Farmer Training in Irrigation Management)
Agri. Service Provider (Fertilizer, Seed, Pesticides, Tools etc.)
Dealers of Agri. Produces
Reps. (Local Agri. Loan Providing Institutions)
Reps. (Local NGOs)

Stakeholders meet at the farm

Opportunities

- To see the real farm
- Appreciate the challenges farming families face
- Propose realistic solutions

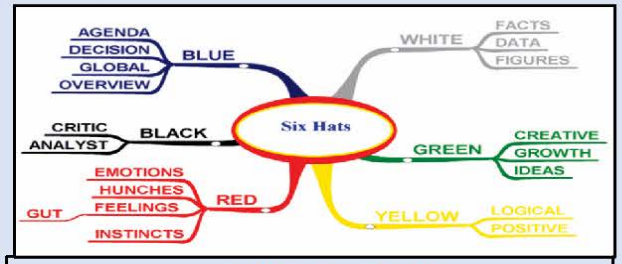
Feedback on adult learning models

Farmers both women and men

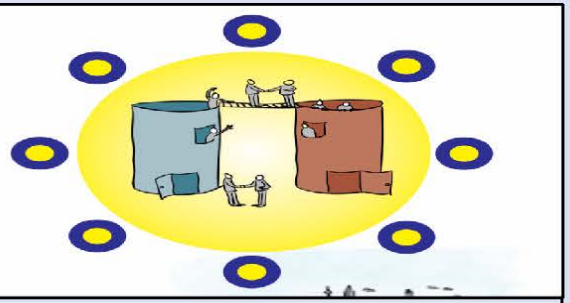
- these models were **more inclusive of women** and encourage women to participate more in farming activities
- Communication to the resource person or experts is possible to build up. New farming agriculture practices are identified. The **gap between the farmer and departments is lessened/ decreased or filled**.
- VM model is complicated and time consuming for busy farmers

Facilitators

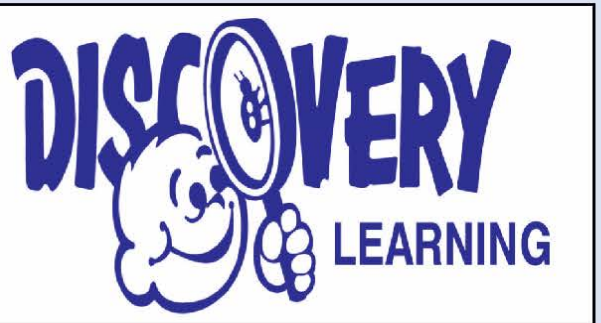
- CPS model: It teaches the creativity of mind, skills of problem solving, the art of living with the utilization of brain. The art of thinking, to think about possibilities, to think
- Through these models the **farmers learn how to make best use of the resources available** to/with them. about solutions in available resources
- VM model is too complicated



قدروقیمت کی نظمداری
(Value Management)



باہمی تعاون سے مسئلہ کا حل
Collaborative Problem Solving



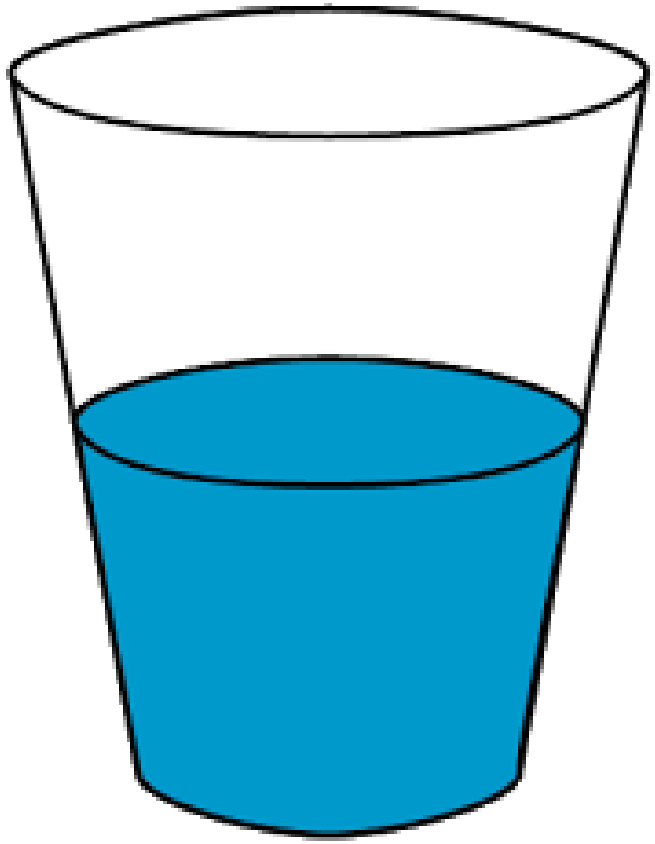
دریافت کرکے سیکھنا

Farmer Integrated Learning Model کسانوں کی مربوط تعلیم و تربیت کا طریقہ

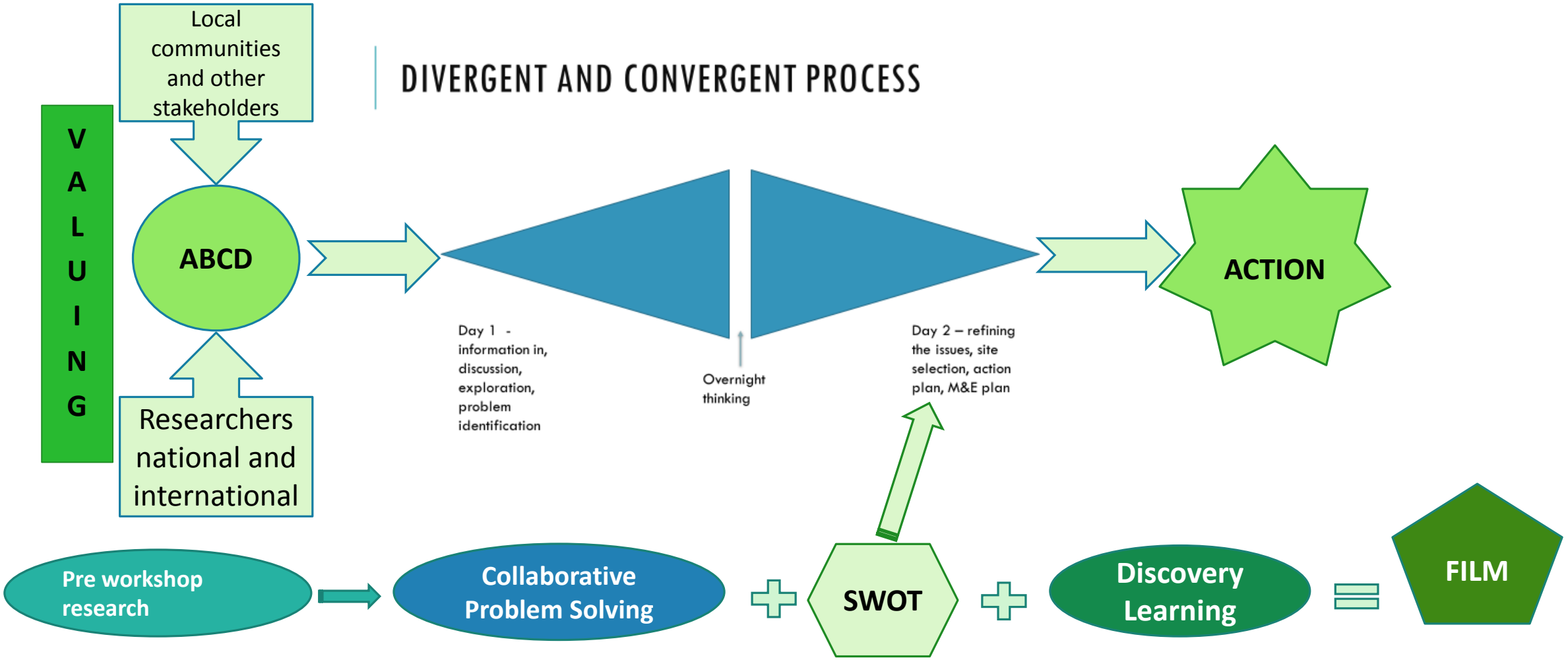
FILM

Pre-workshop research

- **Imprecise Problem Identification**
- **Stakeholder Analysis**
  - *Identify ALL stakeholders*
    - Who has information?
    - Who are the decision makers?
    - Who could benefit?
    - Who could be losers?
- **District and village information**



Farmer Integrated Learning Model



Workshop Format

Day 1 or morning

- Getting to know you (ABCD introductions)
- Informing
- Discussing
- Exploring
- PROBLEM IDENTIFICATION AND CLARIFICATION
- Prioritising problems
- Generating ideas for action
  - SWOT analysis

➢ THINKING AND REFLECTING (between sessions)

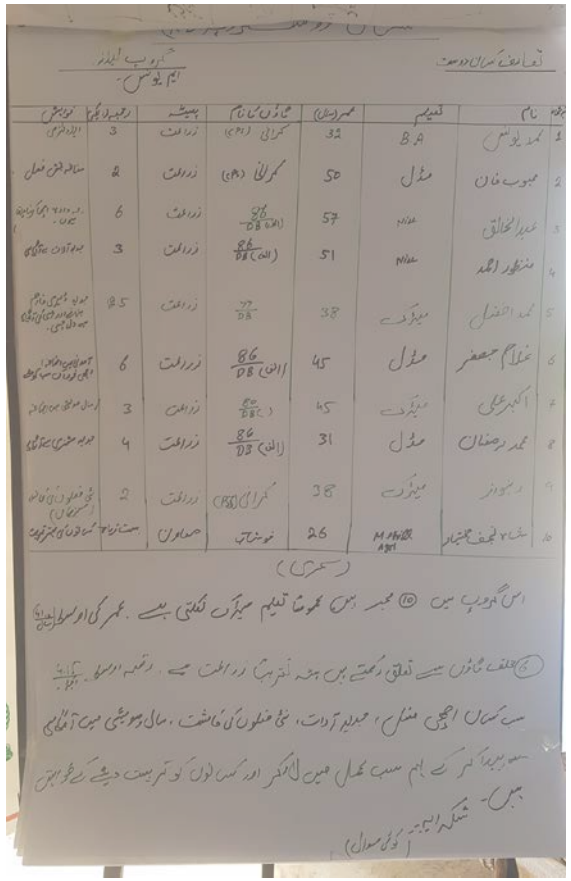
Day 2 or afternoon

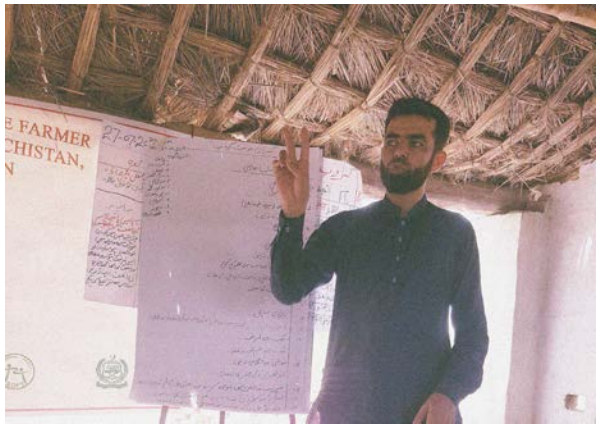
- Refining the issue
- Reconsidering ideas
- Developing the action plan
- Assigning responsibilities
- Developing the feedback plan
- Assigning responsibilities

ACTION using DISCOVERY LEARNING

➢ Monitoring and evaluation

Farmer to farmer via FILM





Thank you

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