



## **END OF PROJECT REPORT 2007**

**Towards Improved Farmer Participation in Documenting Agricultural Information**



**Farmer Led Documentation (FLD) Activities**

**RURAL EMPOWERMENT NETWORK (REN)**

**September 2007**



## **RURAL EMPOWERMENT NETWORK**

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### **Photographs:**

- 1. Cover Photo: One of the groups at the FLD training that was conducted at Kiwana village in Kayunga district.**
- 2. Page 10: Three of the expert farmers (L-R Mr. Bwette Richard, Mr.Naluwayiro Charles and Mr. Kasibante Ibrahim) filling out answer sheets during one of the answering sessions in Kyampisi village, Kayunga town council.**

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## **1.0 Executive Summary**

This is the final report of the Farmer Led Documentation (FLD) pilot project activities conducted by the Rural Empowerment Network (REN) among three farmer groups in Kayunga District of Central Uganda. The five-month project (April – August 2007) project was supported by Oxfam Novib, PELUM Association- Uganda, and PROLINNOVA, three organisations that are involved in promoting FLD.

The main objectives of the project were to enhance farmers' expertise in the documentation of agricultural information, build rural agricultural information archives at the community level, catalyse communication among farmers, and encourage farmer-to-farmer exchange of agricultural information. The project also enabled REN to adopt and integrate best practices of FLD into its activities.

The pilot project was a learning process to inform on the best strategies to involve farmers in the active participation of the documentation of their problems and the solutions to them. The report highlights REN's efforts to adopt and integrate FLD practices into its activities.

The report also explains the extent of farmer involvement in the compilation and delivery of answers through various processes of identifying and printing the farmer problem photographs, gluing the photographs to the information request forms, and providing answers to these questions.

The detailed process of farmer involvement in evaluating the answers provided by expert farmers is explained. Some of the suggestions that farmers gave on the best ways to improve the service are highlighted.

The report identifies the lessons that have been learnt as the Farmers' abilities should never be underestimated, farmers are custodians of vast information resources by means of their experiences at the farm level and the indigenous knowledge and practices that they have been practicing for many years, farmers are more willing to provide

information if they are convinced that it is going to assist other farmers, farmers have the capacity to give suggestions on the best ways to improve the Question and Answer Service (QAS) delivery, and that farmers become motivated when they are allowed to take the lead in deciding how to document their problems and the solutions to them.

The report notes the challenges during the project's implementation and identified as the high levels of illiteracy among the farmers in the groups, farmer apprehension towards the new concept of FLD, and the small number of women involved in the project.

The report recommends that future FLD projects will need to empower farmers with digital cameras; partners should upscale FLD activities to reach out and involve more farmers, and the need for concerted efforts by the donor community and development practitioners to develop the FLD toolkit

The report concludes by noting that the pilot project has generated a lot of lessons and learning experiences, farmer enthusiasm and participation. Farmers have a lot of hidden expert knowledge which can be harnessed to solve their day-to-day problems. They are also willing to document this knowledge and share it with others if they are allowed to take the lead in this process. Documenting and sharing of farmers' experiences will go a long way to improve household incomes and ultimately their livelihoods.

## **2.0 Introduction**

Rural Empowerment Network (REN) is a not-for-profit organization that was formed to empower rural communities in Uganda for sustainable development. The organization implemented a Farmer Led Documentation (FLD) pilot project in Kayunga District with the support of Oxfam Novib, PELUM Association- Uganda, and PROLINNOVA.

The project ran from April 2007 and ended in August 2007. It worked with sixty (60) farmers in three groups in Kayunga, namely: Kiwana Rural Development Association, Busaana Farmers Association, and Patience Pays Farmer Group. Their main economic activity is subsistence farming.

The FLD project involved the training of farmers in formulating, capturing, and documenting their questions and answers using digital cameras, farmer information request forms and answer sheets. It also mobilised farmer expertise in order to improve the documentation of farmer knowledge for purposes of sharing vital information which will ultimately lead to increased agricultural productivity.

The pilot project also involved the compilation of information archives at each of the project sites for future reference and possible replication. The project was a learning process to inform on the best strategies to involve farmers in the active participation of the documentation of their questions and the solutions to these questions.

The pilot project was a learning process to inform on the best strategies to involve farmers in the management of processes that ensure their active participation in the documentation of their questions and the answers.

The implementation of this pilot project gave insights into the different ways that farmers can mobilise, draw, document, and share their local knowledge with other farmers. The project was an attempt at integrating FLD in REN's activities.

### **3.0 Objectives of the Project**

The main objectives of the project were:

- to enhance farmers' expertise in the documentation of agricultural information,
- to build rural agricultural information archives at the community level,
- to catalyse communication among farmers to encourage farmer-to-farmer exchange of agricultural information.
- to mainstream best practices of FLD into the REN's activities

### **4.0 Training Programme and Methodology**

There were training sessions for each of the three groups. Besides presentations, well-thought-out practical exercises in the use of digital cameras were conducted. Group discussions were factored into the training with a view of ensuring that all the trainees mastered the practical use of digital cameras.

The training comprised of mainly giving the farmers hands-on practical use of digital cameras and especially the taking of quality photographs. Interviewing and recording skills were also taught to the farmers. The FLD training programme has been attached as *annex (i)*

A brief outline of each FLD training programme component is made below:

#### **4.1 The Concept of FLD: -**

This session gave an introduction to the practice of FLD. The farmers were helped to appreciate that much as they had many problems, many of the answers to these questions were in their midst. The FLD process was a necessary first step at mobilising existing expertise among the farmers themselves. They also learnt that FLD is an empowering process in which they can take the lead role in the documentation of their own problems and the solutions to them. This, they learnt, enables the sharing of useful knowledge which contributes to improved agricultural production thus reducing poverty among farmers.

#### **4.2 Pilot Project Details: -**

The trainees were briefed about the FLD pilot project. The project objectives were explained. They were informed that the project is being supported by Oxfam Novib, PELUM and PROLINNOVA, organisations that are involved in promoting FLD. The farmer groups were made to appreciate their roles in the project, the expected inputs and outputs of the project, the time frame, and the number of groups that were involved. REN's role in this project was also explained to them. They also came to learn that similar projects were being implemented in Kabale in Western Uganda and in South Africa.

#### **4.3 Using Digital Cameras: -**

This was mainly a practical module which involved defining the functions of the different parts of the digital camera, how to take photographs and the best way to take clear and detailed photographs of diseased parts of their crops and animals, how to capture good practices, how to check which photographs have been taken and when, and how you can delete some photographs and replace with others.

There were three (3) digital cameras that REN provided for the training. A lot of effort was put in ensuring that each trainee farmer had enough hands-on experience in using the digital camera. Each of the trainees was asked to take a number of photographs of their choice and have their colleagues evaluate them for quality and relevance to the training.

#### **4.4 Interviewing and Recording Skills: -**

The farmers were given an oral demonstration of a typical interview, and they were asked to internalise and evaluate it. This exercise served to highlight the components of a proper interview, and how one can record the main points captured in an interview.

They were also led into an exercise of “dos” and “do-nots” in interviewing. The farmers discussed and agreed on the questions and format of the farmer information request form, a tool that assisted them to capture their questions – *annex (ii)*. Each trainee also received a notebook, various forms and a pen to be used in recording during the duration of the project. A detailed discussion followed to agree on the best way of taking good photographs and taking good records.

#### **4.5 Capturing Farmer Problems in the Field: -**

The trainees had an opportunity to practically capture their own problems using the knowledge they had acquired during the training. The trainees split into three groups of and each farmer was allowed to use the digital camera and the Farmer Information request form to capture one pressing problem on his/her farm. Care was taken to record the photographs to match the information request.

#### **4.5 Identifying Expert Farmers: -**

After the questions had been gathered from all the participating groups, they were read out by selected farmers. By show of hands, farmers who thought they were competent enough to answer the questions were identified. Other farmers confirmed that they expected good answers from these experts on account of their long experience in the particular crop or animal. Most of the experts identified confirmed that they had for a long time been helping other farmers in their communities with vital skills and information, and they are willing to continue doing so. REN has built a database of expert farmers- (*annex vii*)- who will be responding to some questions from fellow farmers, and will continue to be consulted in the day-to-day QAS activities of the organisation.

### **5.0 Training Outputs**

After the training activities, the following were the outcomes:-

- 60 trained farmers trained in the use of the digital camera.
- 60 trained farmers in documentation skills.
- 60 farmer questions documented by farmers
- Farmers identified and documented 10 farmer experts in their midst

All farmers were excited to learn how to use a digital camera and each group indicated the need to have one for their group.

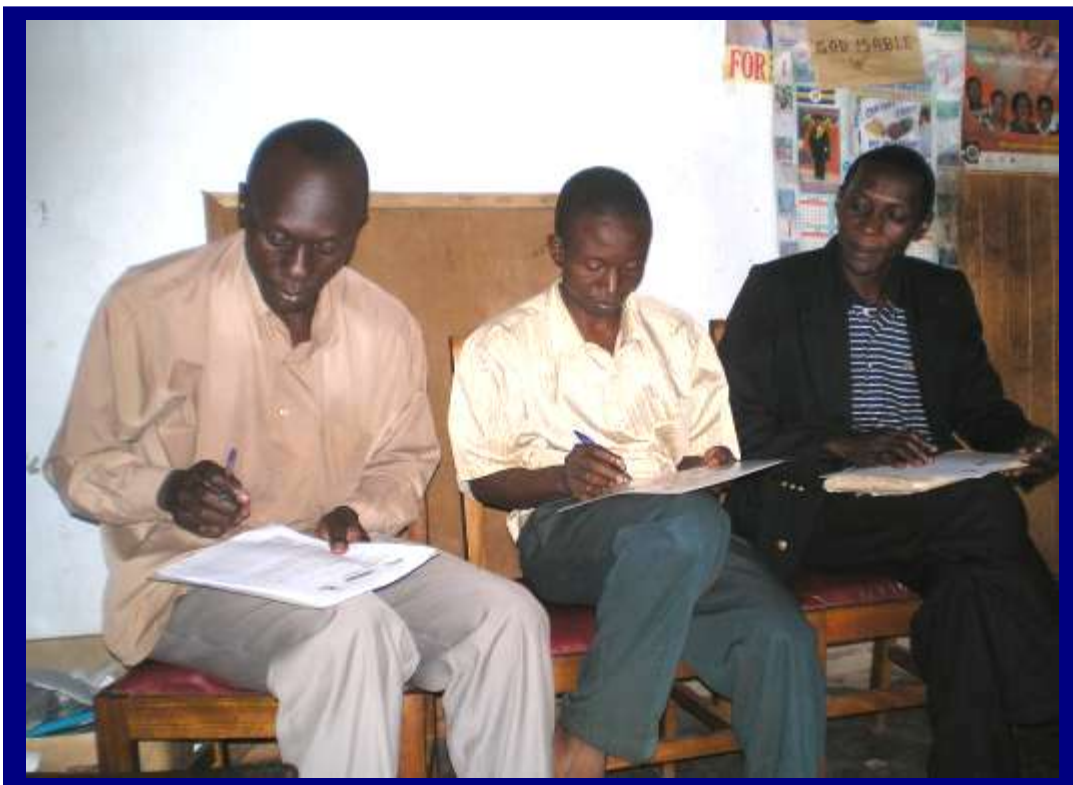
## **6.0 Integrating FLD into the REN QAS**

The project enabled REN to adopt and integrate FLD practices into its activities. Before the project, REN was running a farmer Question and Answer Service (QAS), but not using expert farmers to get answers to farmer questions. The project has made it clear that expert farmers have a lot of knowledge to be able to respond to questions from other farmers. There is now a selection of farmer requests that these experts will respond to.

The organisation has as a result of this project modified its work tools for example the farmer information request form- *Annex ii*, has been modified to be able to accommodate a farmer photograph alongside the request - *Annex iii*. The farmers are now able to glue the photograph on the request form, and because of these photographs, it is becoming easier for the expert farmers to identify and find solutions to a particular problem.

## **7.0 Compiling and Delivering Expert Answers**

The answering process involved the use of the selected farmer experts to download digital images from the digital camera, arrange for their printing, gluing them to the request form and providing answers to them according to their varying fields of expertise.



### **7.1 Identifying and Printing the Farmer Problem Photographs: -**

Six (6) of the expert farmers were taught how to download the photographs from the digital camera to the computer. Sixty (60) farmer photographs were sorted to identify the best photographs and to group them according to the different problems. Only twenty (20) farmer problems were identified, as many of the photographs and request forms represented the same problem. Six (6) expert farmers were taught how to copy these on CD-ROM. The experts took the photographs to studios of their choice for printing. They preferred using ordinary 4"x 6" prints to computer prints because they lack computers of their own.

### **7.2 Gluing Photographs to the Information Request Forms: -**

The ten expert farmers and REN worked as a team to modify the original request form so as to be able to accommodate the photograph of the farmer's problem.

Each expert identified a photograph that matches the question they were to respond to, and glued the photograph to the matching information request form.

Gluing the photograph ensures that it keeps together with the farmer question. The request form was then housed in a transparent A4-size polythene paper protector to preserve it against damage.

### **7.3 Providing Answers to the Questions: -**

Ten (10) expert farmers provided answers to the farmer questions in the areas of their expertise. Specifically designed answer formats were agreed upon by REN and the experts. The formats enabled the expert farmers to give a systematic and thorough answer to the farmer question. Answer formats are attached in **Annexes v and vi**.

The answers that were provided by the expert farmers were documented as good practices and recommended as good practices for other farmers to adopt. The answers were housed in a transparent A4-size polythene paper protector to preserve it against damage.

All the answers were given in the *Luganda* vernacular and handwritten by the expert farmers. *Luganda* is the language of communication in the area.

## **8.0 Evaluating Answers**

The expert farmers read out the answers to the farmer groups to enable the farmers to evaluate them. The criteria of evaluation included timeliness and relevancy of the answer, whether the information was new to them, and whether they would want to continue using the FLD QAS in future?

All the responses less one were evaluated as relevant and practical to the farmers. The response to the request of the goat with swellings on its ears was not very clear and the group thought that they required more information, which the expert later provided.

Farmers were also asked to give suggestions on the best ways to improve the service. They suggested that the process of answering farmer problems should be more frequent, and proposed a meeting with expert farmers at least once a month.

The other suggestion was that REN avails them with all the contact addresses of the expert farmers from the different farmer group to ease future access to them.

## **9.0 Documenting and Archiving the Answers**

In order to have copies of the answers in each of the three communities of the farmer groups, three (3) selected farmers with good handwriting –one from each group- were involved in the hand copying of the answers. This was a necessary process to ensure that the questions and answers are clearly written in order to be read and understood by those farmers who can read. REN and the groups agreed not to photocopy the answers but to handwrite them so that more farmers get involved in the documenting process and also to create a sense of ownership of the process. Each of the three copyists was tasked to produce for their group, a handwritten copy of the twenty requests and the answers.

Each farmer group now has an archive that is kept at the residence of the group leader. The archive is a collection of all the information requests and their responses that were gathered from all the three farmer groups that participated in the project.

REN translated the questions and their answers from *Luganda* into English to enable the sharing of them by a wider community. One of the translated questions and its answer is attached in *Annex (iii)* and *Annex (v)* respectively. It is now easy for non-*Luganda* speaking communities to translate the English answers to their local languages.

## **10.0 Farmer-to-Farmer Information Exchange**

The project facilitated the exchange of information among the three different participating groups by organising a farmer-to-farmer information exchange meeting. The meeting was organised and involved the participation of sixty (60) farmers from the groups involved in the programme.

The objectives of the meeting were to share experiences from what they had learned from the FLD QAS project, to interact with the different experts in the different groups, to share notes on the best way to archive their questions and answers, to share information on how the FLD QAS project had benefited each of them, and to recommend the best way forward for the activity.

The outcomes of the meeting were that the farmers became aware of and promised to adopt the existing good practices from their fellow farmers, became aware of the different farmer expertise in the different sub counties, compared notes on the usefulness of the project to them, and made more contacts for future collaboration and interaction among themselves.

The farmer-to-farmer exchange meeting was a success judging from the enthusiasm that was shown for the activity. Farmers were willing to share and learn from others and they also were more willing to freely give time to explain their knowledge and experiences to others.

All the groups felt that such meetings benefited them a great deal and they recommended that REN organises them at least once a year. They also felt that they needed to visit other farmers in the other parts of the country so that they can be able to learn more.

They also reiterated the need for REN to provide each of the groups with a digital camera so that they can continue with the documentation of their different activities at the farm levels and in the general community.

## **11.0 Project Outputs and Outcomes**

### **11.1 Project Outputs**

- 60 farmers trained in the use of digital cameras
- 60 farmers trained in documentation skills.
- Three (3) agricultural information archives at the community level created
- Information shared through farmer-farmer information exchange
- A farmer expert database developed
- FLD tools developed for use by REN.

### **11.2 Project Outcomes**

- Delivery of relevant agricultural information to farmers enhanced
- Access to agricultural market information improved
- Communication between farmers and farmers experts facilitated
- Rural agricultural information archives built at the community level
- The best practices and approaches of the project shared and integrated in REN's activities.
- Farmer-to-farmer agricultural information exchange enhanced

## **12.0 Lessons Learnt**

Some lessons have been learned during the implementation the pilot project. These are summarised below:

- Farmers' abilities should never be underestimated. REN is privileged to learn that if farmers are shown what to do with regard to directing their own documentation processes; they can very ably accomplish it with minimal cost and coaching.
- REN's approach to this project involved helping farmers to appreciate that they are custodians of vast information resources by means of their experiences at the farm level and the indigenous knowledge and practices that they have been using for many years. One important lesson from this experience is that once farmers are made aware that experts exist among themselves, they become enthusiastic

about their positive contribution to the project. It is therefore important to involve expert farmers in providing information to other farmers.

- Another lesson that REN learnt is that farmers are more willing to provide information if they are convinced that it is going to assist other farmers. This is helping REN to mobilise and build up a database of expert farmers to take a leading role in documenting their expertise.
- REN also learnt that farmers have the capacity to give suggestions on the best ways to improve the QAS delivery. For example it was a farmer suggestion that the farmer information request form is redesigned to include a photograph of the farmer's problem. This has been adopted by REN.
- Finally, it is becoming clear that farmers become motivated when they are allowed to take the lead in deciding how to document their problems and the solutions to them. This ensures that they own the process and its results.

### **13.0 Challenges and Suggestions**

The varying literacy level among the farmers in the groups that the project targeted was a big challenge to the implementation of the project. Any attempt of documentation even in the vernacular was hindered by the fact that a large percentage - more than 80% - of the farmers that we were dealing with could not read and write in their vernacular. The use of more digital photography and less textual information has been suggested as the best way forward to address this challenge.

The concept of FLD is a completely new process for the farmer groups that REN worked with, and as with most new concepts, there was a lot of apprehension as some farmers wondered why the Question and Answer Service (QAS) does not provide answers to their pressing problems as other interventions are doing. It was a challenging task to try to explain the concept of FLD to some of them. The farmers now better appreciate their roles in facilitating the FLD process.

The number of women involved in the project was small. Although it was understood that the majority of the farmers are women, very few (20%) showed interest in the pilot project. It is possible that the busy routine of these women could not allow them to be readily available for the groups' activities. One suggestion given is to insist that there is an equal representation of women and men at the initial stage of selecting the participants in future projects.

## **14.0 Recommendations and Conclusion**

### **14.1 Recommendations**

- Future FLD projects will need to empower farmers with digital cameras as one of the useful tools to ensure that even the ones that cannot read and write are able to document their stories and experiences using the power of the digital image.
- Partners should Upscale FLD activities to reach out and involve more farmers. The Pilot project outcomes indicate that FLD practices are central in solving farmer-specific problems, and therefore there is urgent need to scale them out to involve more farmers. More farmers need to be empowered with tools to help them mobilise, document and share their knowledge and experiences for improved agricultural production and better livelihoods.
- There needs to be concerted effort by the donor community and development practitioners to adopt FLD as an important component in their development and strategic plans. As such the whole body of knowledge that exists about FLD should be reviewed and a practitioner toolkit on FLD should be compiled as a means of further promoting the practice among developing practitioners and farming communities. Once compiled this FLD toolkit will be a good reference source for any one or group that is willing to conduct or implement an FLD project or intervention at the community, and national levels.

## **14.2 Conclusion**

REN now appreciates the expertise and knowledge that farmers have and will continue to tap into it as it offers information services to them. The database of expert farmers is expected to grow and will increasingly be pivotal in REN's farmer QAS.

REN also appreciates the support of her partners, Oxfam Novib, PELUM Association- Uganda, and PROLINNOVA. This support has enabled the successful implementation of the pilot project.

REN also appreciates the efforts that the farmers in the three groups in Kayunga, namely: Kiwana Rural Development Association, Busaana Farmers Association, and Patience Pays Farmer Group. Their active participation and willingness to learn and share were valuable components of the project.

The pilot project has generated a lot of lessons and learning experiences, farmer enthusiasm and participation. Farmers have a lot of hidden expert knowledge which can be harnessed to solve their day-to-day problems. They are also willing to document this knowledge and share it with others if they are allowed to take the lead in this process. Documenting and sharing of farmers' experiences will go a long way to improve household incomes and ultimately their livelihoods.

**Annex (i) – FLD Training Programme**

**Title: Towards Improved Farmer Participation in Documenting Agricultural Information**

10:00 – 10:10	Introduction of Participants
10:10 – 10:40	The Concept of FLD The Pilot Project Details
10:40 – 11:40	Capturing Images using Digital Cameras Interviewing and Recording Skills
11:40 – 12:10	Discussions
12:10 – 1:30	Lunch
1:30 – 2:30	Capturing Farmer Problems in the Field
2:30 – 3:30	Identifying Expert Farmers and Conclusion

## The Old Farmer Information Request Form

**Annex (ii)**

1. Date of Request:		2. Name of Farmer:	
3. Postal Address of Farmer:		4. Village, Parish, and Sub-county:	
5. What are Your Main Agricultural Activities?			
6. Short Description of the Problem:			
7. Farmer Question: Simple and Precise.			
8. In what Language do you Prefer the Answer?			
9. What Did You Do to Try Solving the Problem?			
10. Do others have the Same Problem?		No	Some
11. Thematic Scope		Many	
Crop Production	Animal Production	Agro-Processing	Marketing
12. Age of Client		Below 20	20 To 30
13. Gender		30 To 40	Above 40
14. User Category		Male	Female
15. Are you Affiliated to an Organisation?		Subsistence Farmer	
16. Name of Farmer Organisation		Commercial Farmer	
17. Number of Group Members		18. Is the Request Submitted by an Individual or Group?	
No		Yes	
Individual		Group	

Please use the back of the Form for Additional Information and Comments

The New Farmer Information Request Form (English)

Annex (iii)



1. Date of Request: <b>11/05/2007</b>	2. Name of Farmer: <b>Ms. Harriet Bwette</b>
3. Postal Address of Farmer: <b>Ndeebea, Kayunga</b>	4. Village, Parish, and Sub-county: <b>Ndeebea, Kyampisi Sub-county</b>



5. Farmer Question: Simple and Precise.  
**I have banana bunches that ripen prematurely and unevenly. When I cut one banana open, I find maggots inside. What causes this and how do I solve the problem?**

6. In what Language do you Prefer the Answer? <b>Luganda</b>			
7. Do others have the Same Problem?	No	Some	Many
8. Age of Client	Below 20	20 To 30	Above 40
9. Gender	Male	Female	
10. User Category	Subsistence Farmer		Commercial Farmer
11. Are you Affiliated to an Organisation?	No	Yes	
12. Name of Farmer Organisation	<b>Patience Pays Farmers Association</b>		13. Number of Group Members <b>150</b>
14. Is the Request Submitted by an Individual or Group?	Individual	Group	

The New Farmer Information Request Form (Luganda)

Annex (iv)



**FOOMU KW'OBULIZA**

1. Ennaku z'omweezi:		2. Amanyanya go:			
3 Akasanduuko ka posta:		4. Ekyalo, Omuluka, ne Ggombolola:			
<h1>Teka Ekiffannanyi W'ano</h1>					
5. Wandiiika ekibuuzo kyo wano.					
6. Okozeewoki okumalawo obuzibu bunu?					
7. N'abalala balina obuzibu bunu?	Nedda	Abamu	Bangi		
8. Emyaka gyo	Wansi wa 20	20 - 30	30 - 40	waguluwa 40	
9. Ndi	Musajja	Mukazi			
10. Ogwa mu kiti ki?	Mulima ya kulya		Mulima ya kutunda		
11. Oli mu kibiina?	Nedda	Yee			
12. Erinya ly'ekibiina					13. Mulibameka?
14. Ekibuuzo ky'omu oba kya kibiina?	Ky'omu		Kya'kibiina		

## Answer Sheet (English)

Annex (v)



### Practical Solution:

#### What Caused the problem?

Problem caused by Banana Bacterial Wilt (BBW). This usually attacks in the early stages like one month after the formation of the banana fruit. If it attacks earlier, no banana fruit will form. Farmers are asked to look out for symptoms like uneven ripening of banana bunches and the yellowing and drying of the leaves

Transmission is mainly by vectors like bees from plant to plant. Transportation of banana leaves from garden to garden, farm implements, delayed cutting of the male bud, transplanting of infected seedlings.

#### How can the Problem be solved?

- 1 - Cut newly infected plant into small pieces and confine in one place until they rot completely.
- 2 - Uproot and bury infected plants. This is more difficult for farmers to do.
- 3 - Avoid using and sharing infected implements before fumigation (fumigate with Jik), or burn them in fire.
- 4 – Avoid using infected parts for making manure.

<b>Expected long-term effect:</b>	1 - Reduced prevalence of BBW. 2 - Increased production
<b>Expert Name:</b>	Ssemwanga John
<b>Phone Contact:</b>	0774619063
<b>Postal Address:</b>	
<b>Physical address of expert:</b>	Namukuma, Busaana
<b>Date of answer:</b>	3/07/2007

## The Answer Sheet (*Luganda*)

Annex (vi)



**Eki soboka Okkolebwa:**

Ki ekyaaleeta obuzibu?

Obuzibu busobola kuvvunukwa butya?

Eki subirwa okuvaamu:

Erinnya ly'omumanyi:

Essimu:

Addureesi:

Omumanyi gy'abeera:

Ennaku z'omweezi:

## Database of Expert Farmers

Annex (vii)

ID	Name of Expert	Gender	Age	Physical Address	Telephone Contact	Postal Address	Field of Expertise
1	Ssemwanga John	Male	43	Namukuma, Busaana	774619063	5	Bananas
2	Osako Yosam	Male	32	Namusaala Village, Busaana	752197799	7	Coffee
3	Adeyabo Ibrahim	Male	46	Busaana, Kayunga	392948433	6	Coffee
4	Kasibante Ibrahim	Male	52	Ndeeba Village, Kayunga	772863506	6	Small ruminants, Pineapple
5	Oketcho George	Male	41	Namukuma Village, Busaana	772863506	5	Tomatoes, Groundnuts
6	Njuba Moses	Male	38	Kwana Village, Kayunga	752582583	7	Passion Fruits
7	Bwette Richard	Male	45	Ndeeba Village, Kayunga	772863506	6	Pawpaw and Cattle
8	Wako Mohammed	Male	35	Busaana, Kayunga	752197799	5	Organic farming, Sweet Potatoes
9	Naluwayiro Charles	Male	46	Ndeeba Village, Kayunga	712727466	6	Solar Drying
10	Yiga Rashid	Male	32	Busaana, Kayunga	774619063	7	Cassava
*	(AutoNumber)					0	0