

PICSA trainers' information sheets

Registration

Aim of the session:

- Record participants and facilitators, their organisation, location and gender.

Activities:

- Participants to fill out registration form.

Materials:

- Registration form.

Preparation:

Agree with partner organisation/s their requirements from the registration form and who will administer this. Note an attendance sheet may be required for each day. Practicalities regarding whether, how and when participants receive expenses / payments should always be clarified well in advance of training. If payments are made during the course a person (preferably not one of the trainers) needs to be appointed.

Course aims and outlines

Aims of the session:

- Briefly introduce the training course, the main aims, the practical nature of the course and the course format (i.e. five days, including a field day).
- Participants should understand what is expected of them and what to expect from this course.

Activities:

- Short PowerPoint presentation.
- Hand out PICSA flowchart and PICSA diagram.

Materials:

- PowerPoint with aims and course outlines.
- PICSA flowchart (laminated) for every participant.
- PICSA diagram for every participant.

Preparation:

- Ensure materials are printed.
- Read through and revise PowerPoint.
- Review PICSA flowchart and diagram.

An overview of climate services and the PICSA approach

Aims of the session:

- Explain the PICSA approach, how/where was it developed, where has it been introduced.
- Outline the overall aim of the work with farmers.
- Explain the PICSA 'timeline', i.e. well before, just before, during and after the season.
- Explain the 'step-by-step' approach and how it progresses along the timeline.

Activities:

- PowerPoint presentation followed by questions.

Materials:

- PowerPoint presentation.

Preparation:

- Read through and amend the slides as required.
- Refresh yourself re the aims of each of the individual steps in the PICSA process.

Helpful tips:

- Emphasise the importance of:
 - the three PICSA components,
 - the farmer being at the centre of the PICSA approach,
 - and the focus on useful and useable information.
- Be clear about the step-by-step approach and how this is intended to be integrated with the work that the participants already do.

Current farming and livelihoods in your location

Related step:

Step A

Learning outcomes for this session:

By the end of this session participants should be able to:

- Understand the importance of the farmers' individual circumstances.
- Understand how these individual circumstances may be affected by weather and climate.
- Explain the purpose of a Resource Allocation Map.
- Explain the purpose of a Seasonal Calendar.
- Draw a Resource Allocation Map and be able to explain the process of drawing a Resource Allocation Map to farmers.
- Draw a Seasonal Calendar and be able to explain the process of drawing a Seasonal Calendar to farmers.

Activities:

- PowerPoint presentation.
- Split the participants into groups of around 4 participants.
 - Participants will remain in these groups throughout the course. The best way to split the groups will vary from training-to-training. It could make sense to split the groups according to the local districts so they can consider location-specific conditions and activities.
- After introducing and explaining an example to the participants, each group should prepare a Resource Allocation Map and a Seasonal Calendar for the location that they work in.
- Most groups should focus on a household that is typical of the area in terms of poverty level, size, gender, farming and livelihood activities etc...; but make sure that a range of different types of representative households are covered. Ask some groups to do Resource Allocation Maps and Seasonal Calendars on households that are very poor, are female headed and have different livelihood or agricultural activities (e.g. pastoralists) for example.
- Get each group to present their Resource Allocation Maps and Seasonal Calendars to the rest of the 'class'.

Materials:

- PowerPoint presentation.
- Projector.
- Flipcharts and marker pens.

Preparation:

- Read through and amend the slides as required.
- Prepare the templates for your examples in advance so that you save time.

PICSA Trainers' Information Sheet

- Think through different examples for Resource Allocation Maps and Seasonal Calendars.

Helpful tips:

- Use the group presentations to bring out important points. The participants are likely to make the points and you just need to emphasise them (e.g. differences between household types, agricultural enterprises, livestock holdings etc....).
- If time is running out in the presentations and discussion, select only some of the groups to present, and then give the opportunity for those who haven't to briefly add any new points not already covered. Or just make sure that they get the chance to present in a future exercise.

What are climate, climate variability and change?

Learning outcomes for this session:

By the end of this session participants should be able to:

- Understand and explain the differences between climate change and climate variability so that they are prepared for the introduction of historical climate information later in the course and are prepared to explain these concepts to farmers.
- Understand and explain the possible causes of climate variability and climate change to farmers.

Activities:

- PowerPoint presentation.

Materials:

- PowerPoint presentation.

Preparation:

- Read through and amend the slides as required.

Helpful tips:

- Make sure that everyone is agreed on what words to use / how to explain these concepts in local language.

Historical climate information (what is it, where is it from, who collects it and how, and how is it produced)

Related step:

Step B

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Explain to farmers how meteorology agencies collect rainfall and temperature data (Use information sheet B1A to help with this explanation).

Activities:

- PowerPoint presentation.
- Handout information sheet B1A.

Materials:

- PowerPoint slides.
- Information sheet B1A.

Preparation:

- Print enough copies of information sheet B1A so that all participants have a copy.
- Revise PowerPoint slides.

Helpful tips:

- When the participants work with farmers in their own locations after the course, many of the farmers are likely to be non- or semi-literate. Focus on using sheet B1A with the pictures to explain the process, so that participants are happy using this themselves with farmers.

Historical climate information for your area 1: explanation of historical climate graphs

Related step:

Step B

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Understand which graphs are currently available for their district.
2. Understand and explain the layout of the graphs and what they show.

Activities:

- Hand out the packs of graphs.
- Start by explaining the graph showing total rainfall in a season /year.
 - Explain the layout of the graph - start with the line along the bottom showing years (as people find this easiest), then show that the total rainfall is recorded on the axis to the left of the graph.
 - Focus on a particular year and explain how much rainfall there was. Use the information sheet B1A, showing the rain gauge.
- Next describe other relevant graphs in turn.

Materials:

- PowerPoint slides with graphs.
- Printed copies of the available graphs for all participants.

Preparation:

- Ensure that you have printed enough copies of the graphs for all participants (if there are different districts then you will need to establish how many copies you need for each district – ensure enough copies for facilitators as well).
- Put example graphs onto PowerPoint slides to display, so that the whole group is able to see the explanation.

Historical climate information for your area 2: What has happened to the climate, and what does this mean for agriculture and farmers?

Related step:

Step B

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Interpret the graphs that they have for their district.
2. Explain any trends or variability within the data that are presented.
3. Explain what any trends or variability may mean for a farmer.
4. Explore how these data may differ from the perceptions of farmers and what this may mean for development interventions.

Activities:

- Split the participants into their groups to look at the graphs for their relevant districts.
- Set the participants questions which will enable them to consider the different trends or variability that may be present in the graphs:
 - Looking at the graphs – are we seeing evidence of climate variability?
 - Looking at the graphs - can we see evidence of climate change?
 - Does what the graphs show agree with what farmers are saying about the climate?
- Plenary session to discuss the reaction to the graphs.

Materials:

- PowerPoint slides with graphs.
- Printed copies of the available graphs for all participants – handed out in previous session.
- Flipchart and marker pens for groups to summarise their findings.

Preparation:

- Select helpful graphs from the graph pack, showing both graphs with upward and downward trends if possible.

Helpful tips:

- It is important to take the time to look at the graphs beforehand to consider any trends and variability that may be found. Are there any interesting points / short term trends that can be highlighted and used as examples?

Using historical climate information to work out probabilities

Related step:

Step C

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Use the data for their district to work out the probability that the rainy season will have started by a certain date and the probability that the total seasonal rainfall will exceed a certain level.
2. Explain to farmers how to calculate probabilities from the historical information.

Activities:

- Introduce the exercise using the available PowerPoint slides.
- Work through an example of how to calculate the probability of exceeding a certain amount of rainfall during a certain period.
- Split the participants into their groups to look at the graphs for their relevant districts.
- Ask the participants to calculate the probabilities for the different variables.
- If different groups are using data from different districts then ask them to report back and record the results on a flipchart.
- Plenary session to discuss the reaction to the probabilities.

Materials:

- PowerPoint slides introducing the session.
- Flipchart and markers to write probabilities.

Preparation:

- Revise PowerPoint slides to ensure that you are happy with the content and how you will run the session.
- Calculate the probabilities of the values that you have given before the session so that you know whether any of the groups are getting the correct answers or not understanding the exercise.

Helpful tips:

- The exercise appears very straightforward; however, it is not always clear.
- The method for calculating the season start date probability can lead to mistakes as the occurrences of the season starting before the average start-date appear below the trend-line, rather than above it.

Identifying and selecting suitable crops and varieties

Related step:

Step D

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Link the crop information sheet with the exercise completed in the previous session (using historical climate graphs to work out probabilities) so that farmers are able to understand where the probabilities they are presented with have come from.
2. Complete a crop information sheet for their location.
3. Explain any odd values that may confuse farmers (i.e. 0 chance of growing a specific crop that participants and / or farmers know grows in their location).
4. Facilitate farmers to use the crop information sheets to identify which crops are most likely to grow in the local climate and when the farmer may look to plant them for a good yield.

Activities:

- Explain how the probabilities in the crop information sheet are calculated as a combination of those straightforward probabilities worked out earlier for individual variables (seasonal rainfall, season start date and season length).
- Split participants into their groups to fill in the blank spaces with the probabilities of receiving enough rainfall for each of the crops listed on the crop information sheet – list the three dates with the highest probabilities.

Materials:

- Crop information training sheets.
- Crop probabilities sheet.

Preparation:

- Distribute crop information sheets to participants in advance of the workshop so that they have time to collate the information and return it to you.
- Compile crop probabilities sheets using the rainfall data that are available.
- Work out the probabilities for the different crops on the information sheet and identify any interesting / odd / unexpected figures.

Helpful tips:

- These probabilities are a helpful guide but are not exact. Some crops, i.e. those that are grown in a valley bottom may receive a lower probability than is necessarily the case.

PICSA Trainers' Information Sheet

The probabilities are for a given amount of rainfall falling in a specific location so do not take into account the quality of soil or any management practices that a farmer may be using to improve their chance of a successful harvest.

Crop, Livestock and livelihood options (including crop, livestock and livelihood options tables)

Related step:

Step D

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Explain the purpose of a crop options table, a livestock options table and a livelihood options table.
2. Draw both a livestock and a livelihood options table, and explain the process of drawing these to farmers.

Activities:

- Draw an example livelihood options table.
- Draw an example livestock options table.
- Split the participants into their groups and ask them to draw and use crop, livelihood and livestock tables to identify different options for their location.
- Plenary to share what each of the groups has done and to discuss any issues / interesting findings.

Materials:

- Flipchart and marker pens.

Preparation:

- Try to get information from the districts in advance. District profiles often have information on the different livelihood options available to communities.
- Prepare the template for your example in advance so that you save time.

Helpful tips:

- It is important to stress that the options should start with those identified by the farmers who the participants will work with, however, participants should also highlight and / or introduce potential options to the farmers.

Farmers as decision makers and the role of facilitators: what are 'options by context'?

Related step:

Step E

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Understand that all households are different and have different resources, different educational backgrounds, different attitudes to risk and different goals.
2. Work with groups of farmers in a way that is inclusive and ensures that farmers are able to consider the options and tools that are best suited to their own individual circumstances.
3. Understand why it is important that farmers make the decisions about the different options that they may try.

Activities:

- PowerPoint presentation.

Materials:

- PowerPoint slides.

Preparation:

- Revise the PowerPoint slides.
- Ensure you're fully comfortable with the term 'options by context' and how to explain it.

Helpful tips:

- It is useful to have some examples of how different options may suit different farmers in different circumstances, sometimes surprisingly so.
- The idea of 'options by context' may be different to how they have thought about their role before. It is helpful to include talking about 'options by context' and giving examples throughout the training course. A discussion between participants asking them how 'options by context' could be encouraged by field staff may be helpful e.g. If we work with farmers to help them to have 'options by context' - do we need to change the way we and our organisations work in anyway? How?

Exploring and planning for selected crops, livestock and livelihood options

Related step:

Step F

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Explain the purpose of doing a participatory budget.
2. Explain what a participatory budget may be used for outside of its application in the PICSA process.
3. Draw an example participatory budget.
4. Facilitate farmers drawing participatory budgets so that they can compare and contrast different options.

Activities:

- PowerPoint introducing participatory budgets and their use.
- Draw an example participatory budget with the group.
- Split the participants into groups for them to produce their own example participatory budget.
- Plenary session so that participants can present their participatory budgets and can learn from each other.

Materials:

- PowerPoint slides.
- Flipchart and marker pens.

Preparation:

- Complete earlier sessions on options so that participants have a range of options to choose from.
- Prepare the template for your example in advance so that you save time.
- Think about (and perhaps draw in advance) an option that will be a good example for a participatory budget.

Helpful tips:

- There is often a discussion about whether or not to cost family or 'in-kind' labour. It is probably best not to cost this as it will likely bias the budget balance. The family labour should however be recorded and can then be taken into account alongside the budget balance.
- Participatory budgets are very straightforward and popular tools, participants should be encouraged to use them further in their work and also to encourage the farmers with whom they work to use them.

The farmer decides – revisiting RAMs and Seasonal Calendars

Related step:

Step G

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Facilitate farmers to make their own individual choices about which crop, livestock or livelihood option/s they may wish to try in the coming season/year.
2. Understand why it is important that the farmer is the decision maker.
3. Encourage farmers to update their RAMs and Seasonal Calendars so that they can monitor the changes that they may make.

Activities:

- PowerPoint 'Farmers as decision makers'.
- Participants to revisit their RAMs and Seasonal Calendars to mark on any changes that they may have decided to make.

Materials:

- PowerPoint slides.
- RAMs and Seasonal Calendars already drawn by participants.
- Flipchart and marker pens.

Preparation:

- Ensure that each of the groups still has their Resource Allocation Maps and their Seasonal Calendars.
- Consider the reasoning behind 'Farmers' as decision makers' and ensure you understand it.

Helpful tips:

- Extension staff may be used to an approach where they are telling farmers what to do. It is likely that in the process of doing this they will have had experience of things that have not worked and experienced farmers laying some of the blame for this at their own door. PICSA helps with this by putting the responsibility for making decisions firmly in the hands of the farmer.

Enabling implementation (the role of seed supplies, markets etc...)

Related step:

Step G

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Understand their role in enabling farmers to access the resources that they need to be able to implement the options that they are interested in trying.
2. Use their networks and contacts to facilitate farmers' access to information and connections.

Activities:

- PowerPoint 'Enabling implementation'.
- Plenary session led by facilitator from the host organisation – experience from the organisational perspective is important.

Materials:

- PowerPoint slides.
- Flipchart and marker pens.

Preparation:

- Discuss the purpose of this session with the lead facilitator from the host organisation. It is important to understand what structure the organisation has in place already and whether you will need to bring in an independent input supplier to help with this session.
- You should consider the potential to involve input suppliers in this session.

Helpful tips:

- It is likely that the participants will have personal networks that may be able to help the farmers with whom they work, and if not individually then collectively. This training is an important time for them to make / improve those links through their peers.
- It is useful to remind participants of this topic in the planning session that is done on the last day of the training workshop - i.e. participants to include in their plans of how they will involve suppliers etc... in their activities for the location in which they work.

Preparing to adjust plans: what is the seasonal forecast as widely used at present, what are its advantages and limitations and what future developments may become available?

Related step:

Step H

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Explain the seasonal forecast as it is produced currently, how it is communicated, what it includes and its advantages and limitations.
2. Discuss potential future developments of the seasonal forecast.

Activities:

- PowerPoint presentation outlining the seasonal forecast.
- Questions from participants.

Materials:

- PowerPoint slides.

Preparation:

- Revise PowerPoint slides.
- Ensure that you are happy with the content of the presentation.

Helpful tips:

- In some areas the participants are unlikely to have received the seasonal forecast. This may result in them being keen to over-emphasise the forecast. It is important to be clear about the limitations of the forecast.

Understanding and using the seasonal forecast

Related step:

Step 1

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Interpret the seasonal forecast and what it means for the location in which they work.
2. Enable the farmers with whom they work to interpret and use the seasonal forecast.

Activities:

- PowerPoint presentation outlining how the seasonal forecast relates to the historical climate information (e.g. terciles).
- Provide example forecasts for participants.
- Split into groups and decide whether or not the example seasonal forecast would lead the groups to change the decisions that they have made.
- Plenary to discuss how different groups have interpreted the forecasts and whether they will make changes based upon the forecast.

Materials:

- PowerPoint slides.
- Example seasonal rainfall graph with terciles.
- Set of example seasonal forecasts for each group.
- Flipchart and markers.

Preparation:

- Revise PowerPoint slides.
- Ensure that you are happy with the content of the presentation.
- Produce example seasonal forecasts (these can be based on previous seasons if possible – this may be more realistic).

Helpful tips:

- Think about the example seasonal forecasts that you may use. It is important that they are realistic. However, for the sake of the example it may be good to include some seasonal forecasts with slightly exaggerated probability for above or below normal rainfall as well, as these help to think through how farmers may use the information.
- For many farmers and for many forecasts, it may be best for farmers to stick to the plans they had already made based on the historical analysis and participatory tools.

Short term forecasts, severe weather warnings and updates: how and when are they produced and communicated?

Related step:

Step J

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Explain how short term forecasts and severe weather warnings are produced.
2. Explain the different options for receiving short term forecasts and warnings presently and what may become available in the future.
3. Explain the key terms and phrases that are used in short-term forecasts in their location and agree what they mean in local language.

Activities:

- PowerPoint presentation outlining how short-term forecasts and warnings are produced and how they are communicated.
- Examples of key phrases used in forecasts and warnings.

Materials:

- PowerPoint slides.
- List of key phrases.

Preparation:

- Revise PowerPoint slides.
- Ensure that you are happy with the content of the presentation.
- Develop list of key phrases for the relevant location.

Helpful tips:

- It is important that participants are able to explain to farmers how short term forecasts are produced to farmers so that they are able to trust the information that the forecasts provide. This includes being very clear what areas / locations are covered by the warnings.

Interpreting short-term forecasts and warnings

Related step:

Step K

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Explain key terms from short-term forecasts and warnings to farmers and agree on meanings of these in local language(s).
2. Enable farmers to receive short-term forecasts and warnings.
3. Facilitate farmers to use these forecasts and warnings in their decision making.

Activities:

- Examples of key phrases used in forecasts and warnings.
- Plenary to discuss and agree on the key terms used in short-term forecasts and warnings.
- Split into groups and hand out example short term forecasts and warnings (dated for key points in the season / year). Groups are to think back to their farmers and how they may react to these forecasts.
- Plenary to discuss the individual group's reactions to the forecasts.

Materials:

- Copies of information sheet ... so that each participant has one.
- Example forecasts and warnings.
- List of key phrases.
- List for collecting mobile phone numbers.

Preparation:

- Prepare example forecasts and warnings for exercise.
- Develop list of key phrases for the relevant location where you are giving the training.

Helpful tips:

- Ensure that the short-term forecast examples are time relevant to link with a major activity in the season (e.g. planting, harvesting, breeding etc...).
- How can they as facilitators help farmers to make most use of this information?

Recap of the PICSA process

Related step:

All steps

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Understand how all of the different activities and sessions have fit together within the PICSA process.

Activities:

- PowerPoint presentation to link the different activities that the participants have been doing back to the PICSA process.
- Go back through the step-by-step process highlighting where different elements fit in.
- Re-state the logic behind the order of the steps.
- Stress the importance of the timeline and when the different steps must be carried out.

Materials:

- PowerPoint slides.
- PICSA flowchart (participants should already have a laminated copy of this).

Preparation:

- Revise PowerPoint slides.
- Ensure you are happy with the logic of the step-by-step approach.

Helpful tips:

- It may be useful to start this session as more of a plenary so that the recap comes in part from the participants.

Planning for field day

Related step:

All steps

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Understand the logistics for the field day.
2. Explain their individual roles on the field day.
3. Understand the purpose of the field day in their wider role in employing the PICSA approach.

Activities:

- PowerPoint presentation outlining the programme for the field day, the activities that will be covered and any logistical issues.
- Participants to split into their groups and plan the different activities in which they will be involved.
- Plenary for groups to outline their plans and for groups to comment on each other's plans.

Materials:

- PowerPoint slides with key information.
- Handout with information about the field day – where is it, what time will the group leave and return, what are the arrangements for breakfast and for lunches.
- Flipcharts and markers.

Preparation:

- Well before the workshop and with the help of the partner organisation organise a field day in advance of any visit.
 - This includes location that has typical farming systems and farmers, numbers of farmers needed, transport of participants to location, liaison with local extension staff, etc...
- Prepare logistical information – with the venue, arrange for packed lunches or a late lunch depending upon which is more practical.
- Decide which activities to carry out on the field day – the PowerPoint presentation has suggestions but consider which are most appropriate for the group with which you are working. Are there any activities with which they struggled? If so, perhaps they need extra time in the field on these. Likewise if there are any activities that the participants found really clear, it may be possible to save time by not concentrating on these in too great a detail.

Helpful tips:

- Encourage participants to think hard about their planning and the possibility of a plan B – i.e. what will you do if?

PICSA Trainers' Information Sheet

- Encourage participants to draw up templates for those activities where this may be possible. This will save time during the field day.
- Be clear with the participants about the time it is likely to take to complete the activities. Ask them to plan how they will ensure that they fit the activities into the timeframe that they have.

Field day

Related step:

All Steps

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Reflect upon the different activities in the PICSA approach in order to understand how they logically fit together as an overall approach.
2. Have the confidence to use PICSA with their farmers in their day-to-day roles.

Activities:

- Visit to the field to meet with groups of farmers and practice the tools they have learnt during the first three days of the training course.
- Participants work in the same groups that they have been in all week.
- Complete:
 - Resource Allocation Map and / or Seasonal Calendar.
 - Disseminate historical climate information.
 - Working out probabilities from historical climate information.
 - Crop, livestock and livelihood options.
 - Participatory budgets.
- Feedback from visit: what went well, what went less well and what lessons can be learned?

Materials:

- Timetable for the day for each participant.
- Flipcharts and markers.
- Historical climate graphs for the relevant stations for all farmers.
- A3 copies of the historical climate graphs for display / discussion with farmers.
- Crop information sheet relevant to the location for each participant.
- Copy of the PICSA manual for each participant.

Preparation:

- Use the 'preparation for field day' session to ensure that the participants are clear on the activities that they will carry out and the length of time that they have to carry them out.
- Ensure a representative visits the field site in advance to meet with the community to explain logistics and what to expect.

PICSA Trainers' Information Sheet

Helpful tips:

- Try to organise it so that there are at least as many farmers as there are participants.
- As the activities get under way the participants may require some encouragement.
- Plan how you and the other trainers will use your time on the field day. Go round between the groups to see how they are getting on. Observe what is working well and, if there are any problems, try and encourage the trainees to solve them themselves (in that way they gain confidence).
- If you do intervene, it may be done best by making a suggestion to one of the group that you take aside.
- Identify good practice and examples to share back at the plenary session.
- Help participants as much as possible to gain confidence from the day.

Field day – reflection, feedback and lessons learned

Related step:

All Steps

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Reflect upon the activities that they carried out in the field day. How they can bring them into their own roles.
2. Understand how the other groups approached the field day, what went well, what may not have gone so well, and share experiences for all participants to learn from.

Activities:

- Plenary in which each of the groups has the opportunity to discuss the activities that they participated in during the field day.

Materials:

- Participants should have the materials from the groups in which they worked for the field day.

Preparation:

- You will likely have reflections from the field day. It is important that you think about how to discuss these reflections.
- Think about key questions that can help the participants to learn from each other's experiences and also can draw out experiences. For example: 'was there anything that the farmers said or did that surprised you?' 'How did the farmers interact with the activities?' Were all of the farmers, men, women, young, old, actively engaged in the activities.
- Decide how you will summarise any key points that come out from the feedback.

Helpful tips:

- Go through the activities / steps one-by-one. It may be useful to have one or two presentations from the groups on each step, however, ensure they only discuss the learning outcomes and any problems they may have had so as to save time.

Review of materials used with farmers

Related step:

All Steps

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Be confident that the materials they have are sufficient to enable them to carry out the PICSA approach with groups of farmers.

Activities:

- Plenary to discuss the materials used on the field day (including the field guide, the climate graphs and the crop probabilities / information sheets) and how useful they proved to be. Include a discussion on what else may be useful for the participants to have in the field.

Materials:

- Copies of materials used with farmers.

Preparation:

- Considering the session spent reflecting on the field day activities, different issues raised may enable you to suggest how the materials can help with problems faced or possibly think about extra materials that may be useful.

Helpful tips:

- It is important to remind trainers that materials such as the climate graphs and resource allocation maps should be left with farmers as they are for the farmers benefit.
- Take copies for your records if it is useful.
- Think about how to share materials more widely in the communities e.g. farmers may be able to share materials with other farmers, graphs could be put in public places.

Recap of the PICSA process – after the field day

Related step:

All steps

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Understand how all of the different activities and sessions fit together within the PICSA process.

Activities:

- PowerPoint presentation to link the different activities that the participants have been doing back to the PICSA process.
- Go back through the step-by-step process highlighting where different elements fit in.
- Re-state the logic behind the order of the steps.
- Stress the importance of the timeline and when the different Steps must be carried out.

Materials:

- PowerPoint slides.
- PICSA flowchart (participants should already have a laminated copy of this).

Preparation:

- Revise PowerPoint slides.
- Ensure you are happy with the logic of the step-by-step approach.

Helpful tips:

- It may be useful to start this session as more of a plenary so that the recap comes in part from the participants i.e. ask them questions about the approach.

Practical planning for implementation

Related step:

All steps

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Submit a full plan for how they will carry out the PICSA approach in their location.
2. Feel confident that they will be able to carry out the plans that they have made.

Activities:

- Alongside the participants' line managers, outline the importance of planning for the integration of the approach.
- Hand out blank planning sheets.
- Split participants into groups to discuss the process of planning (each member should end up with an individual plan).
- Ask participants to run through their plans with their line manager during the class. Ask for some examples to be presented to everyone.
- Take photocopies of each person's plan so that the trainee keeps their original copy and management has a copy.

Materials:

- Flipchart and markers.
- Blank copies of the work plan for every participant.

Preparation:

- Agree on the work plan with the line managers who are responsible for the participants' day-to-day roles.

Helpful tips:

- It may help to run through the steps and suggest which ones / how many steps may be completed in a single meeting.
- Consider which steps fit logically in the same meetings.
- Some steps naturally run on from each other and should be completed in the same meeting if possible.

Monitoring and evaluation

Related step:

Steps G and L

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Understand what is expected of them with regards to monitoring and evaluation.
2. Carry out monitoring and evaluation alongside the roll out of the PICSA approach.

Activities:

- Introduce the PICSA recording sheet and explain how participants are expected to fill it in.

Materials:

- Copies of the PICSA recording sheets for all participants.

Preparation:

- Agree on the work plan sheets with the participants' line managers of the participants.

Helpful tips:

- To make sure that everyone is clear on how to do the M and E sheets ask them to try filling the sheets in during the class. Then ask if there are any questions that are not clear.

Course Evaluation

Related step:

All steps

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Give their opinion on the quality of the course, what they liked best and how it may be improved.

Activities:

- Show a PowerPoint slide with the evaluation questions and the picture showing a set of steps to represent the meaning of the scale of answers.
- Hand out blank sheets or pre-prepared answer sheets for the participants.

Materials:

- PowerPoint slides.
- Answer sheets.

Preparation:

- Check PowerPoint slides and ensure questions are relevant.
- Prepare answer sheets.

Helpful tips:

- It is helpful for the facilitators to learn about what went well and what may not have gone so well so that we can reflect on that and improve the programme / content where necessary. Encourage participants to be honest with their evaluation.

Certificates

Related step:

All steps

Learning outcomes for this session:

By the end of this session participants should be able to:

1. Receive a certificate of attendance.

Activities:

- Present certificates.

Materials:

- Certificates for all participants.

Preparation:

- Produce certificates for all participants and organise signatures from all supporting organisations.