



PARTICIPATORY CLIMATE INFORMATION SERVICES SYSTEMS DEVELOPMENT FACILITATOR'S GUIDE



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SCALE

Strengthening Capacity in Agriculture
Livelihoods and Environment

About SCALE

SCALE (Strengthening Capacity in Agriculture, Livelihoods, and Environment) is an initiative funded by USAID's Bureau for Humanitarian Assistance (BHA) and implemented by Mercy Corps in collaboration with Save the Children. SCALE aims to enhance the impact, sustainability and scalability of BHA-funded agriculture, natural resource management, and off-farm livelihood activities in emergency and development contexts. Find out more at www.fsnnetwork.org/scale.

Cover Photos:

Front cover: Women farmers gathered together in Surkhet, Nepal, to discuss climate information needs and challenges. Surkhet, Nepal. 2019.
Back cover: Farm in the hills of Doti, Nepal. 2019.

Photo Credit:

Kristin Lambert, Mercy Corps

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INTRODUCTION

What is This Facilitator's Guide?

This Facilitator's Guide is a companion piece to the [Participatory Climate Information Services Systems Development \(PCISSD\) Methodology](#), which was produced under the USAID-funded Climate Information Services Research Initiative. It provides step-by-step directions for facilitators implementing the participatory workshops described in Stage 4 of the methodology, with a focus on guiding participants through three exercises:

- The development of a **seasonal calendar** depicting key agricultural activities and shocks and stresses throughout the calendar year;
- The drafting of a **systems map** displaying the flow of climate information between actors, factors in the enabling environment that impacted that flow, and key resources/inputs needed to facilitate it; and
- An **action mapping** exercise that visualizes the capacities, resources, and knowledge that influenced farmers' decisions to adopt certain agricultural techniques.

Each exercise will take approximately 60-90 minutes to complete. Ideally, all three exercises should be completed in succession during one half-day workshop. Facilitators should ensure participants are aware of the time commitment before beginning and should allow for short breaks between exercises.

While this guide is written with farmer participants in mind, the same exercises can be used to engage other relevant stakeholders such as government officials, extension workers, members of meteorological services, and civil society organizations. Facilitators are encouraged to iterate and adapt the guidance to their needs and context.

Who Should Use This Guide?

This guide is targeted at facilitators, such as NGO and extension field staff, involved in designing, planning, and implementing activities related to the delivery and use of climate and weather services. It is assumed that the users of this approach will have skills and prior experience in facilitating participatory exercises, particularly with smallholder farmers, and that they have already completed Stages 1-3 of the PCISSD Methodology.

Purpose of Using This Facilitator's Guide

The exercises in this guide can be used to assess and inform improvements to existing weather and climate services or to inform the development of new services in instances where none currently exist. Please refer to the [PCISSD Methodology](#) for further background and details on the approach.



Photo credit: Kristin Lambert, Mercy Corps

EXERCISE 1: SEASONAL CALENDAR

PREPARING TO PRESENT THIS SESSION

Purpose

In this exercise, participants will describe and visualize how seasonal changes influence their agricultural activities and will reflect on the role information plays in informing those actions. Participants will explore concepts related to climate and weather services, priming them to engage in the subsequent exercises. As the exercise unfolds, facilitators should ask questions to gauge the group's knowledge of climate and weather services, pause to explain key climate and weather services terms, concepts, and uses, and encourage farmers to become comfortable expressing their information needs and resources (see [PCISSD Methodology Guide, Stage 3](#)). To guide participants through the exercise and discussion effectively, the facilitator should have prior knowledge of agricultural activities and climate trends in the area.

Objectives

The objectives of this exercise are:

- To explore the timing of the main agricultural activities that farmers carry out on their farms and how these are affected by weather and climate;
- To identify times at which participants receive and do not receive information about changes in weather, climate, or agricultural conditions; and
- To discuss the utility of climate information for informing agricultural tasks and other household activities.

Output

A calendar showing agricultural activities and key household characteristics that vary from month to month. The calendar will also display points at which information was received and when relevant programmatic activities (like trainings) took place.

Estimated Duration

This exercise will take 60-90 minutes to complete.

Materials

- Attendance sheet with photo permission
- Large sheet of paper
- Markers
- Tape (if the paper will be affixed to wall)
- Pen and paper for note-taking
- Camera/phone camera

Team

Two facilitators should support this session: one lead facilitator and one note-taker/support facilitator.

Participants

A max of ten participants of diverse socio-economic, ethnic, religious backgrounds, as representative of the location. Groups should be separated by gender identification.

FACILITATION STEPS

1. Locate a flat area on the ground or wall to display the paper so that all participants have a clear view.
2. Ensure all participants have filled out the attendance and photo permission sheet. In the upper left corner of the flip chart paper, write the following:
 - Name of the location
 - Whether the participant group is men or women
 - Date
 - Facilitators' names
3. Introduce yourself and your program. Thank participants for their time and important contributions, and encourage them to share throughout the session. Note that nothing participants say will impact future funding and that the exercise is simply to understand what is working well and what is not working well so that the group can learn and improve. Explain the purpose of the learning activity and this particular exercise. For example:

During this exercise, we are going to draw and talk about the major activities that you did on your farm and in your community during the last year. We will talk about how weather and climate changes affected those activities and what kinds of information you used to make decisions.
4. Position the paper horizontally and draw a line across the top to show time. In discussion with participants, agree on how to label smaller time periods that the participants are familiar with, using local names for months or parts of seasons. Make sure there are enough time periods to cover the whole crop cycle.
5. Draw a row across the paper for each topic of interest on your seasonal calendar. If the participants are not literate, use pictures to indicate each of these topics rather than words. Ensure that all participants understand what the pictures represent and that the note-taker records the key. Common topics could include:
 - Rainfall
 - Production of crops and/or vegetables
 - Seasons
 - Food availability
 - Health
 - Income and expenditure flows
 - Environmental shocks
 - Crops pests and diseases
 - Livestock health
 - Migration
6. Starting with rainfall, ask the participants to indicate the relative amount of rain they received during the last year. The facilitator can draw a line or use icons to show how much rain falls in each month or season (e.g. more raindrops indicates more rain). In which months is there the most rain and in which is there the least? In which months is there the most sun and in which is there the least?
7. Ask for a volunteer from the group to draw the next category. Ask the participants to guide the volunteer in drawing a line from when the first activity for each crop happened to when the last activity for the crop happened. Activities can be indicated by simple agreed-upon icons and might include: land preparation, planting, weeding, irrigating, harvesting, drying and storing, and selling.

8. Continue the discussion on the other topics of interests, as relevant. Ask for a new volunteer from the group after every category or two, so that multiple people have the opportunity to help draw the calendar. Sample questions are included below.
- **Seasons:** When did the different seasons begin and end? When did the rainy season start?
 - **Food Availability:** When was food plentiful? When was food not enough?
 - **Health:** Did this community experience any health challenges (e.g., respiratory infections, diarrhea, cold, fever)? During what months did these occur?
 - **Income and Expenditures:** In general, when was your income highest and when was it lowest for most members of this community? When did most people have major expenses? What were the main sources of income for most families?
 - **Environmental Shocks:** Did this community experience any hail storms, drought, forest fires, floods, dry spells, heavy winds, storm, snow, etc.? When?
 - **Crop Pests and Diseases:** When did you experience the highest risks of crop pests or diseases?
 - **Livestock:** When were livestock the healthiest? When did your livestock experience the highest risk of diseases?
 - **Migration:** In which month(s) did the most people migrate for work? In which month(s) did they return?

For each of these topics above, you might also ask:

- What was the impact of these events on your family, farm, and/or income?
 - Were some people in the community more affected by these events than others?
9. Ask participants to identify which of the activities above were influenced by weather. Consider agriculture and non-agriculture-related activities. For instance, do participants think changes in their households' health, income, or migration patterns were influenced by weather? How so?
10. Ask participants to think back over a longer time period, such as the last decade or when they were children. How have the items on the seasonal calendar changed over that time? For example, is rainfall more or less the same? Are any environmental shocks, crops pests, or health issues more or less frequent?
11. Ask participants to reflect on a time in which they received weather or climate information throughout the year, referring to the activities on the calendar as needed. Did you have any warning before last year's flood took place? Did you get any information about when the rainy season would begin?
12. Mark each information point in the calendar with a green dot and label it. Note any activities or events that participants said were influenced by the weather, but for which they did not receive information. Mark these with a red dot.

Note: We will talk about how the information was used later on – for now just mark information points.

DISCUSSION AND REFLECTION

Questions to Stimulate Discussion

Once the map is complete, invite participants to reflect on the map, to make any observations, and to ask questions. You can then lead a discussion using the following questions, referring back to the calendar when useful:

- Based on your experiences throughout the past year, how can having climate and weather information change the activities of farmers or decisions made?
- Look at where there are red dots on the calendar that note when you did not receive information. What kind of information would have been useful here?
- What are some of the different kinds of information you received throughout the year? What are the major challenges you experienced related to agricultural activities? Would having information have helped address those challenges? Explain.

Document

At the end of the discussion, take a photo of the finished calendar and keep it on display for reference in the following activities.

Transition to Activity B - CIS Systems Mapping

End this exercise with a brief summary and explanation of how it relates to the following exercise – Systems Mapping. For example:

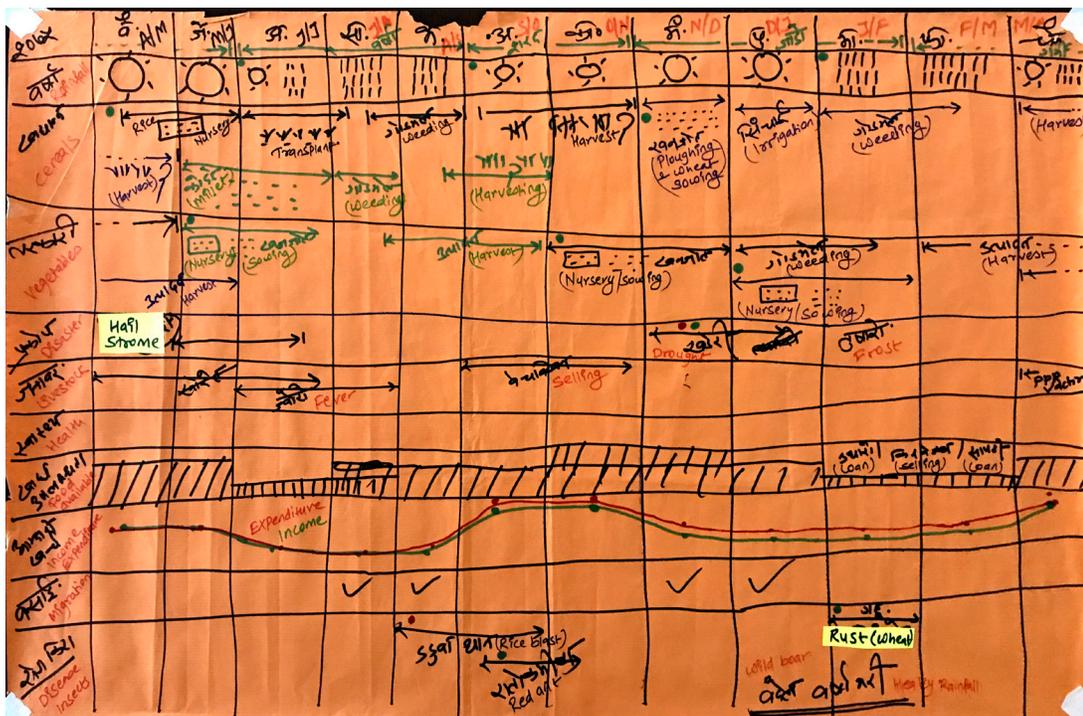
This task helped us think about the impact of weather and climate on our agricultural activities and how information can help inform those activities. In the next exercise, we want to talk about the different ways information reaches you and key people who play a role in communicating that information.



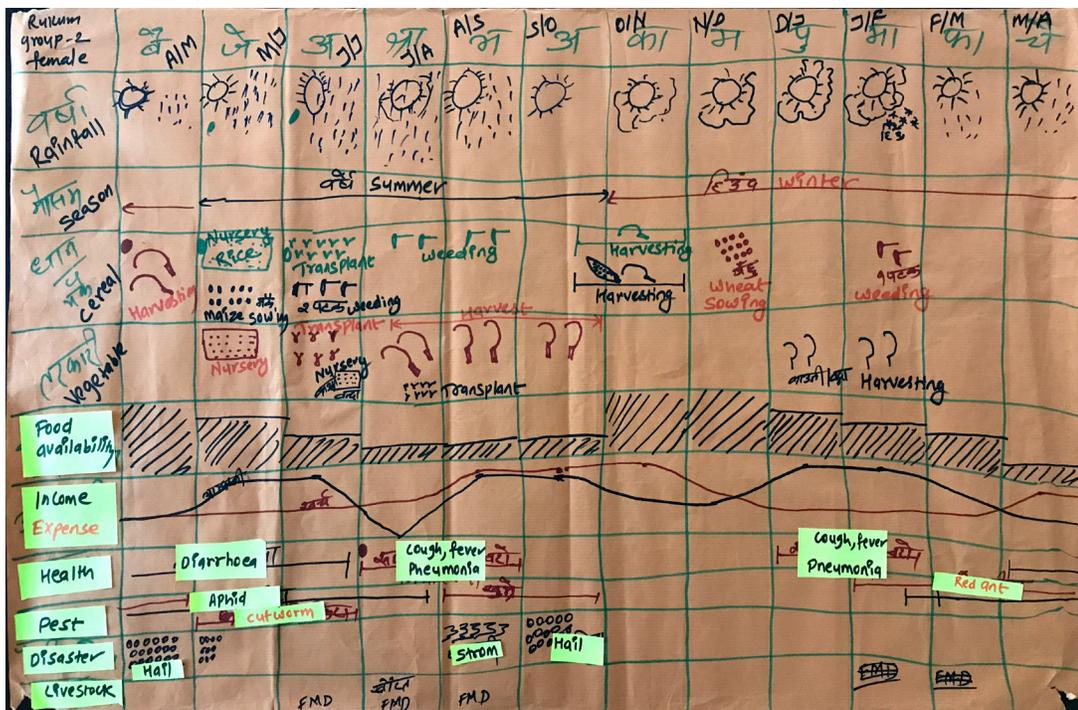
Photo credit: Kristin Lambert, Mercy Corps

EXAMPLES: SEASONAL CALENDARS

Example 1: Seasonal calendar produced by USAID PAHAL team. Nepal, 2019.¹



Example 2. Seasonal calendar produced by a women's group as part of the WWF Tanzania Ruaha Water Programme. Tanzania, 2013.²



¹ Lambert, K. (2019). Climate Information for Nepal's Farmers: Findings from a Participatory Assessment in Rukum, Surkhet and Doti. Produced by Mercy Corps as part of the Strengthening Capacity in Agriculture, Livelihoods, and Environment (SCALE) Associate Award.

Available: <https://www.fsnnetwork.org/climate-information-nepal%E2%80%99s-farmers-findings-participatory-assessment-rukum-surkhet-and-doti>

² Ibid.

EXERCISE 2: CLIMATE AND WEATHER INFORMATION SYSTEMS MAPPING

PREPARING TO PRESENT THIS SESSION

Purpose

In this exercise, participants will describe and visualize three key elements of a climate information system: 1) the flow of information between actors; 2) the enabling environment; and 3) the supporting resources and services. They will assess the functioning of the system from their own perspective and identify blockages and opportunities for improvement. The resulting map and conversation will deepen understanding of climate and weather services from a systems perspective, taking into account the multiple sources of information that reach users, the influences of social, political, and economic factors, and the resources that enable access and use.

Objectives

The objectives of this exercise are:

- To map the climate information system from the participants' perspective, including the information flow between actors, elements of the enabling environment, and support services and resources;
- To identify blockages and gaps which affect access to and use of climate and weather information; and
- To identify opportunities and propose solutions to these blockages and gaps.

Output

A climate and weather services system map as well as a list of constraints or blockages in the system and opportunities to improve.

Estimated Duration

This exercise will take approximately 90 minutes.

Materials

- Attendance sheet with photo permission
- Large sheet of paper
- Markers
- Large sticky notes
- Tape (if the paper will be affixed to wall)
- Pen and paper for note-taking

Team

Two facilitators should support this session: one lead facilitator and one note-taker/support facilitator.

Participants

A max of ten participants of diverse socio-economic, ethnic, religious backgrounds, as representative of the location. Groups should be separated by gender identification at the local level. At stakeholder workshops, group together participants from a variety of agencies or roles, such as local government representatives, radio broadcasters/journalists, NGO representatives, etc.

FACILITATION STEPS

1. Locate a flat area on the ground or wall to display the paper so that all participants have a clear view.
2. Explain the purpose of the assessment and this particular exercise, linking to the previous seasonal calendar exercise. For example:

During the last exercise, we talked about some of the major activities you did throughout the last year and how those were influenced by changes in weather and climate. We also talked about times when you received information that helped you prepare or respond to those changes, and times when you needed information but did not receive it. We now want to talk about the different sources of information, if there are any challenges, and how things might be improved.
3. Position the paper horizontally and draw two horizontal lines across it to create three equally-sized sections of the map:
 - **Enabling Environment:** The top third of the map is for social, political, and economic factors in the enabling environment that influence the functioning of the information system. This includes formal aspects (e.g. policies and regulations), informal aspects (cultural norms), and infrastructure (e.g. roads, etc.).
 - **Climate and Weather Information Chain:** The middle section of the map depicts the flow of information from information producers on the left to user(s) on the right.
 - **Supporting Resources and Services:** The bottom third of the map displays the inputs, services, and advice that each actor needs in order to play their role in the information system. These may include items such as translation services, trainings, or a radio.
4. Start in the middle section, with the part of the information chain that is best known to the participants. For farmers, start at the right side of the chain by drawing a picture of a male or female farmer, as relevant.

Note: The rest of the map can be drawn with pictures, words, or a combination, depending on what is best suited to the participants. If using pictures, do so in discussion with the participants and ensure the note-taker records the key.
5. Work backwards from the farmer, asking from which sources farmers receive information on climate, weather, or agricultural conditions. Reference the seasonal calendar and information points as useful (i.e. You said you received a warning before last year's flood. From whom/where did you get that information?).

Write each information source that reaches the farmer on a separate sticky note (unless using printed cards with graphics), so they can be moved if desired as the information chain grows. Ask participants to describe from where those sources receive their information and so on, drawing the connections between actors as far back on the left side of the map as the participants can. Note that there can be multiple connections between actors.
6. Further fill out the map by noting there are many formal and informal sources of information, for instance:
 - Lead farmers
 - Newspapers, news bulletin journalists, radio broadcasters, and TV reports
 - NGO actors
 - Extension agents
 - Other farmers, family members, friends, and neighbors
 - Traditional or religious leaders
 - Village assemblies
 - Women's groups
 - Ecological indicators
 - Government-, NGO- or private sector-provided early warnings concerning extreme weather or outbreaks of pests and diseases

7. Refer back to the seasonal calendar and the information points identified to ensure all sources are covered. The information chain is finished when the participants have identified all the actors they know of that play a role in producing and communicating climate information.
8. Next, using a different color sticky note than the information chain, map the supporting inputs and services at the bottom of the map. One approach is to move along the information chain and ask, “What does this actor need to receive and/or share information?” Common inputs and services from past workshops have included:
 - Training for agricultural advisors
 - Agricultural research on climate resilient technologies
 - Translation services to communicate forecasts in local languages
 - Internet or mobile phone services for accessing weather information from websites, SMS texts, or WhatsApp
 - Agro-advisory services for farmers on issues such as responding to crop pests
 - Agro-input supplies such as seeds, tools, and other agricultural materials
 - Financial services for farmers to purchase seeds, tools, and agricultural materials
 - Donor financing for NGOs and local organizations to communicate climate information
 - Budget for government agencies, including meteorological services, to develop and deliver information

You do not need to draw lines linking these functions to specific actors, but it may be helpful to position them according to the specific part of the chain where they provide the most support. For example, position them to the left if they mainly support the information producers, in the middle for intermediaries, and to the right if they support mainly users.

9. Finally, using a third color sticky note, map the enabling environment on the top section of the map. Explain that these are aspects of the context that include policies and regulations, cultural norms, and infrastructure that can influence the system in positive or negative ways. As with the supporting services, you can arrange the issues in alignment with the part of the information chain that the issue has the most impact on. Common elements in the enabling environment from past workshops have included:
 - Gender-related norms that exclude women from attending certain gatherings where information is shared or from accessing resources
 - The presence or absence of markets
 - The condition of infrastructure (telecoms, roads, etc.)
 - The quality of media coverage
 - Community cohesion
 - Poverty
 - Climate information dissemination policies and procedures
 - Coordination and collaboration among different ministries
 - The presence or absence of savings and loan entities

DISCUSSION AND REFLECTION

Questions to Stimulate Discussion

1. Once the map is complete, start a discussion with participants on how the information system is working, challenges they've experienced, and opportunities for improvement. You can work backward across the information chain, asking if anyone has experienced any challenges from the various information sources.

The following questions can help guide this discussion:

- Which sources do you trust the most? Why?

The facilitator can lead the group in ranking the sources of information from most reliable (*I trust the information to inform my decisions and would share it with others*) to least reliable (*I do not trust the information and ignore it when I hear it*).

- Are other people in your community receiving information that you do not? Is there information that you receive while other members of your community do not? Can you describe what facilitates or limits their access?
 - Have you ever received information you did not understand? Can you describe what happened?
 - Did information ever arrive too late for you to use? Refer to the seasonal calendar for key agricultural decision points.
 - Did you ever receive information in a language you didn't understand or couldn't read?
 - Have you ever received conflicting information from different sources? How did you know what to trust?
 - Have you ever not received information that others in your community did? What happened?
2. Ask participants to share stories of times that they received information from a source and what happened, times where a certain input or service helped them access or understand information, and times when they experienced a challenge due to a constraint in the system.
 3. The note-taker should record all challenges discussed by the group. Make sure to always ask if anyone disagrees with the majority consensus and to explain why.
 4. For each challenge, ask participants what they think can be done to fix or improve this situation. The note-taker should record these recommendations alongside the corresponding challenge(s). Note that some solutions may address multiple challenges.
 5. What additional information would be useful for you to receive? How would having that information help you make decisions beneficial to your farm and family?
 6. Once the map is complete, invite participants to reflect on the final product, make observations, and ask any questions.

Document

At the end of the discussion, take a photo of the map and keep it on display for reference in the following activity.

Transition to Activity C – Action Mapping

End this exercise with a brief summary and explanation of how it relates to the following exercise – Action Mapping. For example:

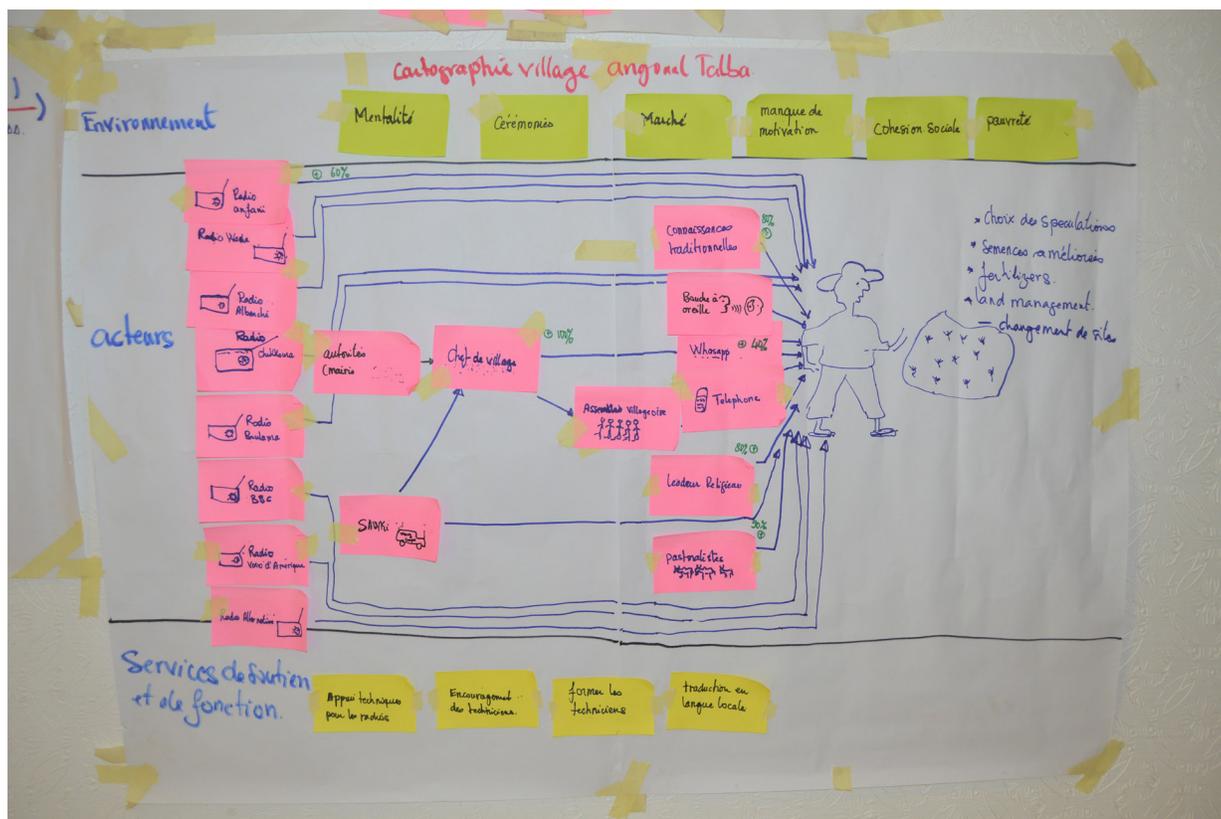
We've talked about how weather and climate influence your activities throughout the year and the many different sources of information you receive. We've also discussed challenges you've faced in accessing the information for decision making and opportunities for improvement. In the next activity, we will talk about what you do with the information you get and the resources/knowledge you need to take action.

EXAMPLES: SYSTEMS MAPS

Example 1: Systems Map produced by USAID-funded PAHAL and SCALE teams. Nepal, 2019.



Example 2: Systems Map produced by USAID-funded Sawki and CISRI teams. Niger, 2018.



EXERCISE 3: ACTION MAPPING

PREPARING TO PRESENT THIS SESSION

Purpose

As emphasized in the [PCISSD Methodology Guide](#), information is necessary but at times may be insufficient to produce action. This exercise helps to identify the support necessary for ensuring climate and weather services translate into activities that have positive impacts on farms, families, and income. Participants will use storytelling to identify the skills, resources, and knowledge (including climate and weather services) that helped or prevented them from adopting particular techniques or behaviors. They will identify constraints that differentially affect certain community members or groups, highlighting areas where extra resources or support might be needed.

This exercise was designed with farmers in mind but can be adapted for other stakeholders by revising the activities of interest.

Objectives

The objectives of this exercise are:

- To identify the skills, knowledge, and resources that facilitate or constrain participants' ability to act on climate and weather information; and
- To gather recommendations on how interventions can be improved to better support the adoption of improved practices, considering the differing needs and experiences of participants.

Output

A completed table recording the key agricultural actions farmers took throughout the season, and the skills, knowledge, and resources that contributed to or prevented those actions.

Estimated Duration

This exercise will take approximately 90 minutes.

Materials

- Note-taking table
- Cards with computer graphics or drawn images
- Large sheet of paper
- Tape (if the paper will be affixed to wall)

Team

Two facilitators should support this session: one lead facilitator and one note-taker/support facilitator.

Participants

A max of ten participants of diverse socio-economic, ethnic, religious backgrounds, as representative of the location. Groups should be separated by gender identification.

Prepare Card Deck

Before beginning this exercise, prepare a simple deck of cards with images depicting five categories: Actions, Skills, Resources, Knowledge, and Outcome. You can access an editable template for these cards by [clicking here \(https://www.fsnnetwork.org/sites/default/files/Sample_Action_Cards_Template.docx\)](https://www.fsnnetwork.org/sites/default/files/Sample_Action_Cards_Template.docx).

- **Actions:** The facilitation team and relevant partners should discuss and decide upon five to seven key actions of interest. For agricultural programs, actions of interest might include development and use of biopesticide, use of short-maturing seeds, or use of drip irrigation systems.
- **Skills:** After identifying the key actions, consider interventions the program or other stakeholders (such as government projects) supported related to adopting these techniques. Were there capacity strengthening workshops, cross-visits, demonstration plots, or assistance from extension workers?
- **Resources:** Next, consider what resources might be needed to implement the actions of interest. Examples might include tools, money, a savings group, or land.
- **Knowledge:** Consider the kinds of information that could influence the decision to take an action or not, including sources of climate and weather services such as radio, TV, bulletins, and messages from friends or family.
- **Outcome:** These cards are to depict how the participants felt about the course of action they did or did not take. Have cards showing a smiley face, a frowning face, and a neutral face. You may include other culturally relevant responses.

Identify simple graphics depicting the actions of interest and the relevant skills, resources, and knowledge sources. You can draw these images or use resources, such as [The Noun Project \(www.thenounproject.com\)](http://www.thenounproject.com), to access simple graphics for printing. Be sure to have plenty of empty cards to add items as they come up in community discussions.

Prepare Note-Taking Template

Prepare a note-taking template like the one below to organize participants' responses and observations:

Actions	Action Taken?	Skills	Resources	Knowledge	Outcome	Notes
	Y:					
	N:					
	Y:					
	N:					
	Y:					
	N:					
	Y:					
	N:					

Prepare Action Map

On a large sheet of paper, prepare a simple template with a box for each of the card categories. You may choose to outline the boxes and the cards with the same color for each corresponding category. For example:



SUGGESTED PROCEDURE

1. Explain the purpose of the assessment and this particular exercise, linking to the previous activities. For example:

During the seasonal calendar exercise, we discussed why climate and weather information is important and how it influences agricultural activities throughout the season. In the second exercise, we mapped how you received information, who provided you information, and where there were challenges and opportunities in the system. We now want to discuss what you do with the information you receive and the resources, skills, and knowledge you need to take action.

2. Explain to participants that in this exercise they will use cards and pictures to tell stories about what they did during the last season. Start by going through the cards and making sure the participants agree with and understand all the graphics. Use the extra blank cards to add to the deck as needed.
3. Demonstrate to the group how the storytelling works, laying out the cards in the appropriate boxes as you tell the story. For example:

Last season, I bought drought tolerant seeds (Action card) because my neighbor told me that they are very productive (Knowledge). I heard on the radio (Knowledge) that it was going to be a very dry season. I went to a training from Mercy Corps on seed planting (Skills). I bought the seeds with money from my savings group (Resources). Other things I needed were land and tools (Resources). I am happy I bought these seeds because they produced a good harvest (Outcome).

4. Ask the participants if the instructions make sense or if they have any questions. Assure them that you will walk them through the activity.
5. Start with the first action and ask participants: Did anyone in this group do this action during the last season? Ask participants to raise their hands if they did it, and record the number of Yes and No responses in the first box of the matrix under “Action Taken Y/N?”

Note: This activity can start in multiple places on the storytelling template. For example, a participant might choose to begin by describing a weather forecast they received (Knowledge) then explain

how that informed a given Action and the Skills and Resources they needed to take that action. Or a participant might describe the Skills and Resources they lacked, which prevented them from taking the desired Action.

6. Do participants think people should be doing this action? Why is it a good idea or not? Take note of responses. For those that did the action, ask a volunteer to tell a story using the cards about what they did and why. Prompt participants as needed in the following ways:
 - **Skills:** Can they describe the technique/practice? What did they do, and how did they learn how to do it? Record the answer(s) under the Skills column. If participants say they learned at a training, ask if anyone was applying the technique before the training and if there were other sources of these skills.
 - **Knowledge:** Ask participants why they decided to adopt these techniques. From where did they receive the information that it would be useful or necessary? Was their decision influenced by weather or climate, or a potential risk? Note responses under the Knowledge column.
 - **Resources:** What did they need (resources, inputs, etc.) to take this action? How did they get those things? From whom? How did they know where to find them? If they had to buy anything, how did they pay? Note responses under the Resources column.
 - **Outcomes:** Are they glad they did this action? Why or why not? Ask participants if they plan to do the same action next year. Why or why not? Note responses and the number of people who say yes or no (Y: #; N:#) under the Outcomes column.
7. For the group: Was anything hard about doing this action/adopting this practice? What would have made it easier?
8. If anyone in the group did not adopt a practice, ask them to use the cards to walk through their own story, and identify where there was a barrier. You can facilitate cross-group sharing to encourage those farmers who did take the action to share with others on how they were able to do it.
9. If everyone in the group adopted the practice, ask if they know of others in the community that did not and facilitate a discussion on the reasons. Why could some people not do these things? Are there any similarities between the people in the community that could not (or chose not to) do these things? What could be done to help more people adapt this practice?
10. Repeat the same process for all the activities of interest.

DISCUSSION AND REFLECTION

Questions to Stimulate Discussion

- Take a few moments for everyone to pause and reflect on the completed exercise. Allow two to three participants to make any observations, ask questions, etc.
- What were the most common barriers to taking action across the activities that were discussed? Did everyone face these barriers, or did some people have certain advantages over others? Discuss.
- What were some of the decisions that farmers wished they had made but lacked necessary information at the time? What was the impact of that inaction on their farms, family, or income?
- What advice do the participants have for how climate and weather services/supporting programs can be improved to better support farmers? Consider the kind of information needed, the way it is delivered, and the related resources/skills.

Document

Note-taking table.

FINAL WRAP-UP

At the end of this exercise, facilitators should briefly reflect on the three participatory exercises the group completed and highlight any key messages, surprises, or issues that emerged from the discussion. Explain the next steps of the process as recorded in the work plan the facilitators developed in earlier stages. For example, what will the facilitators do with the participants' feedback and how will it be useful to them? Who will the facilitators next consult in the assessment process? When will the participants hear from the facilitators again? Lastly, gather participant feedback and/or group evaluations for the workshop (see [Annex 9 and 10 of the PCISSD Methodology Guide](#) for guidance and templates).

For continuing participatory workshops with additional stakeholders, facilitators should refer back to [Stage 4 of the PCISSD Methodology Guide](#) for guidance on next steps, including how to organize and implement subsequent workshops with stakeholders operating at district, regional, and/or national levels.

EXAMPLES: ACTION MAPPING

Example 1: Action Mapping by USAID PAHAL team. Nepal, 2019.³



Photo credit: Kristin Lambert, Mercy Corps

³Lambert, K. (2019). Climate Information for Nepal's Farmers: Findings from a Participatory Assessment in Rukum, Surkhet and Doti. Produced by Mercy Corps as part of the Strengthening Capacity in Agriculture, Livelihoods, and Environment (SCALE) Associate Award. Available: <https://www.fsnnetwork.org/climate-information-nepal%E2%80%99s-farmers-findings-participatory-assessment-rukum-surkhet-and-doti>



About This Guide

This Facilitator's Guide is a companion piece to the [Participatory Climate Information Services Systems Development \(PCISSD\) Methodology](#), which was produced under the USAID-funded Climate Information Services Research Initiative. It provides step-by-step directions for facilitators implementing the participatory workshops described in Stage 4 of the methodology, with a focus on guiding participants through three exercises that can be used to assess and inform improvements to existing weather and climate services or the development of new services in instances where none currently exist.

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