



# Manual Use of Extension Materials



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## 0. General information

### A. Introduction

This manual serves as a background document to the Extension Materials developed under the Strengthening Drought Resilience (SDR) program of GIZ Ethiopia.

The manual introduces the materials that have been developed in the two packages, being:

- Package 1: Soil and Water Conservation
- Package 2: Crop Production in the Lowlands

The aim of the manual is to provide a background to the materials and provide guidance on how the materials can be used. The manual is developed for the Development Agents (DA) who will be directly using the extension materials and serves as a guideline for the trainer.

Part 1 provides examples of the different settings in which the materials can be applied, from the perspective of the individual and community learning. For each setting, such as field visits or discussion groups, it is mentioned which materials can be used, how the activity can be organised, what preparations need to be made and some do's and don'ts.

Part 2 explains the different types of materials and how these can be produced (printed) and used (creating the setting) in the field setting, together with some do's and don'ts.

Part 3 gives some insight in the learning at Regional and Woreda level and introduces the materials suitable on this level.

### B. Overview of materials

#### Package 1 – Soil and Water Conservation

No	Form	Title
01	Brief	Decision Maker's Note SWC
02	Manual	Overall Manual
03a	Video	Water Spreading Weir (English)
03b	Video	Water Spreading Weir (Amharic)
04	Flipbook	Water Spreading Weir
05	Poster	Vision of effect of WSWs
06	Poster	Utilization of WSWs
07	Poster	Maintenance of WSWs
08	Poster	Do's and Don'ts WSW construction (A)
09	Poster	Do's and Don'ts WSW construction (B)
10	Poster	Do's and Don'ts WSW construction (C)
11a	Video	Dry Stone Measures (English)
11b	Video	Dry Stone Measures (Amharic)
12	Flipbook	DSM (construction and utilization)
13	Guide	Community Guide, Maintenance of WSW & DSM

14	Info Sheet	Information Sheet, Cultivating Elephant Grass
15	Guide	(Agro-)Pastoralist Horizontal learning package. Exchange on Field Level Water Management
16	Game	Land Use Game – Options for Soil Moisture Management
17	Brief	Land Use – Options for Soil Moisture Management
18	Brief	Radio Campaign for SWC

### Package 2 – Crop Production in the Lowlands

No	Form	Title
19	Brief	Decision Maker's Note
20	Game	(Agro-)Pastoralist Journey
21	Game	Maze – Select the right practices - Select the right path
22	Game	Maze – Select the right practices - Cut and paste
23	Brief	Fodder Production, overview of varieties
24	Flipbook	Production of fodder, varieties and steps to produce fodder
25	Poster	Production of fodder, steps to produce fodder
26	Brief	Guide on lowland contextualized options
27	Poster	Maize – use, storage and processing
28	Poster	Pearl Millet - use, storage and processing
29	Poster	Sorghum - use, storage and processing
30	Brief	Radio Campaign – Crop production
31	Video	Land preparation and water conservation: making field bunds (English)
32	Video	Land preparation and water conservation: deep ploughing and planking/ sand mulching (English)

# 1. Individual and community learning

## A. Field visits

### Material available

Package	Number	Type	Title
1	04	Flipbook	Water Spreading Weir
1	05	Poster	Vision of effect of WSWs
1	06	Poster	Utilization of WSWs
1	07	Poster	Maintenance of WSWs
1	08	Poster	Do's and Don'ts WSW construction (A)
1	09	Poster	Do's and Don'ts WSW construction (B)
1	10	Poster	Do's and Don'ts WSW construction (C)
1	12	Flipbook	DSM (construction and utilization)
1	15	Guide	(Agro-)Pastoralist Horizontal learning package. Exchange on Field Level Water Management

Package	Number	Type	Title
2	24	Flipbook	Production of fodder, varieties and steps to produce fodder
2	24	Flipbook	Production of fodder, varieties and steps to produce fodder
2	25	Poster	Production of fodder, steps to produce fodder
2	27	Poster	Maize – use, storage and processing
2	28	Poster	Pearl Millet - use, storage and processing
2	29	Poster	Sorghum - use, storage and processing

For further information on how to use the specific types of materials see:

- Posters (page 16)
- Flip books (page 20)

### How to organise

A field visit must be well organised

- **Ask yourself what this visit is about**
  - What theme do you want to discuss that at the field?
  - It is important to stick to one theme (like a certain crop, an irrigation practice or pest control). This way the attendees don't get overwhelmed.

- **Find a suitable field to visit.**
  - Is the field reachable? By foot or by bus? If you must hire a bus; is there money to do that?
  - How do you choose the (agro-)pastoralist?
    - It is important to look at the agenda/topic of the event.
    - Also consider in which (physical) places the good practices are applied, taking into account the (agro-)pastoralists need to be able to related to the farming system and the environment.
    - A model-(agro-)pastoralist is eager to try new practices and pro-active
    - Important to also include some sites as comparison, where practices are not applied, or where they are not applied correctly.
    - The community can advise on which (agro-)pastoralist to select. Also the DA or Woreda-expert can advise/nominate.
  
- **A contact person must be appointed. This contact person must do the following:**
  - The contact person must be available for questions about; and able to answer all questions concerning: time, place, and information about the field trip
  - It must be clear from the promotion/organisation of the field visit that questions can be asked to the contact person.
  - The contact person must make sure everyone is present.
  
- **Promotion consisting of:**
  - Location
  - Date and time of the visit
  - Topic of the visit
  - Contact information
  - How to sign up for the visit.
  
- **Promotion typically takes place through:**
  - Informing through meetings
  - Inform the Woreda/Kebele administration,
  - Participants in the field day are normally invited, so no open-invitation, taking into account the logistics.
  - Use a picture of the new situation to attract attention.
  
- **Documentation of the trip**
  - Beforehand ask yourself what are you going to learn today? What do the attendees want to learn today? What do they expect and what do I expect?
  - Afterwards, write down what happened that day. Was it as expected? Where there any important outcomes from discussion or questions of the attendees? What was learned?
  - Think about what the reactions of the attendees. What would they find interesting for a follow up field visit?
  - Write down what went well and what could be done better. Make some do's and don'ts out of this.

This documentation of activities is very helpful to improve following activities. Keeping this documentation can also help other DA's in improving the quality of the visits.

### **Box: Use of photo cameras**

Photo cameras can be very well used to engage people in conversation and discussion. Divide the group into several smaller groups and provide each with a simple camera.

Then these groups can be given an objective, e.g. make a photo of something you dislike about this area/plot/place or make phot of something you want to know more about, or have a question about.

When every group is back, these photos are shown and used to create discussion or can be used to structure a field visit.

This way the attendees get more involved and engaged in the visit. Also the visit will be definitely useful for the attendees, since they 'made' some of the discussion topics themselves.

### **Creating the setting – how to engage men and women?**

- **Consultations must be held with both men and women**
  - For consultation with women different rules apply. Often women have different priorities and other ways of communication or modes of learning. As these can be different for each community/region, it is important to consult the local experts on what local practices and customs apply and need to be taken into account during the activity.
  - Depending on the topics the group will visit jointly (men and women together). The organisers need to ensure to make the visit/activity social & culturally appropriate.
  - Also find out in advance what can be carried out by men and what by women, depending on the topic and context.
- **Introduction**
  - Give everyone enough time to arrive
  - Contact person makes sure everyone is present
  - Before entering the field/going to the location; ask what people want to learn during the visit. Make clear you are all going to the field to learn.
  - Contact person introduces the speaker/(agro-)pastoralist of the field
- **Tour/presentation.**
  - Through the tour/presentation make sure there is an open atmosphere, that everyone can talk freely and give opportunities at different moments to speak out.
  - Personal stories appeal to the attendees. This makes them able to relate and gives

### **After the tour/presentation get the group together and**

- **Start a discussion**
  - Ask what you all have learned during this field visit
  - Ask what the attendees would like to learn more
  - If the answers come difficultly, ask the attendees one by one. E.g. to name the most useful lesson they learned that day, or what they found most remarkable etc.
  - It is handy to take a piece of chalk with you or a flip chart to write or draw down the answers of the attendees.
  - To spark more discussion, a flip book or a poster could be helpful. However, remember to keep it to one theme. So, use a part of a flipbook if

it covers different themes as well. And use a poster that fits the theme and does not cover a range of other topics as well.

More about the use of posters and flip books can be found on page 16 and 20

## General

- The set-up of the field visit depends on the agenda
- Take into account the social cultural context of the area and the topic.

## Afterwards

- **Make a summary for the attendees, so they better remember what was discussed in the field**
  - Try to use symbols or drawings in these summaries, since illiteracy is still at large in these communities
  - If more time is available, it is also possible to visit the attendees after the visit and ask what they learned/got out of the visit.
- **Spread of information among (agro-)pastoralists**
  - You can organise a return meeting, after the visit, to share the output of the visit and the steps they have taken. To identify the learning
  - Contacts (phone numbers) of the individuals should be noted down, to follow-up or arrange a meeting.
  - Representative (agro-)pastoralists are selected to take part in the field visit, they will orally present to a larger group of (agro-)pastoralists in their community.
  - Depending on the material available, the representative (agro-)pastoralist can be supplied with materials to help him/her explain to the community.
  - See 'Farmer Exchange' (Horizontal learning and experience sharing, material 15).
- **Follow up field visit**
  - Give details and promotion to attendees
  - Make sure they can already register, in case of follow-up activities.

## Dos and Don'ts

### Dos:

- Maintaining optimum group size, to ensure active participation and interaction
- Pre-informing the host, prior to the visit so he/she can prepare
- Invite in time and follow-up (through contact person)
- Provide some refreshments, especially during long travels
- Prepare a space, time and other provisions for religious practices, as part of the agenda
- Keeping proportion of gender in account.

### Don'ts:

- Last minute invitations should be avoided
- Do not arrange the visit on the social days (market day/holiday)
- Do not set-up a too long program, as attention will dwindle

## C. Discussion groups

### Material available

Package	Number	Type	Title
1	03a	Video	Water Spreading Weir (English)
1	03b	Video	Water Spreading Weir (Amharic)
1	05	Poster	Vision of effect of WSWs
1	04	Flipbook	Water Spreading Weir
1	06	Poster	Utilization of WSWs
1	07	Poster	Maintenance of WSWs
1	08	Poster	Do's and Don'ts WSW construction (A)
1	09	Poster	Do's and Don'ts WSW construction (B)
1	10	Poster	Do's and Don'ts WSW construction (C)
1	11a	Video	Dry Stone Measures (English)
1	11b	Video	Dry Stone Measures (Amharic)
1	12	Flipbook	DSM (construction and utilization)
1	15	Guide	(Agro-)Pastoralist Horizontal learning package. Exchange on Field Level Water Management
1	16	Game	Land Use Game – Options for Soil Moisture Management

Package	Number	Type	Title
2	20	Game	(Agro-)Pastoralist Journey
2	21	Game	Maze – Select the right practices - Select the right path
2	22	Game	Maze – Select the right practices - Cut and paste
2	24	Flipbook	Production of fodder, varieties and steps to produce fodder
2	25	Poster	Production of fodder, steps to produce fodder
2	27	Poster	Maize – use, storage and processing
2	28	Poster	Pearl Millet - use, storage and processing
2	29	Poster	Sorghum - use, storage and processing
2	31	Video	Land preparation and water conservation: making field bunds (English)
2	32	Video	Land preparation and water conservation: deep ploughing and planking/ sand mulching (English)

For further information on how to use the specific types of materials see:

- Posters (page 16)
- Games (page 18)
- Flip books (page 20)
- Videos (page 22)

## How to organise

### Promotion

- Location
- Date and time of the discussion
- Topic of the visit
- Contact information
- Different promotion depending on composition of group (women, men or mixed).
  - See 'field visit' for invitations (page How to organise5).

### Finding a location for the discussion

- Select a neutral place for the gathering
  - Not a place where people feel uneasy or judged
  - Place where people feel safe
  - A place with little distraction, e.g., not in a busy marketplace
  - Good location would be e.g, communal places like: nice spot under a tree with shade, a field, PTC (pastoral training centre), schools, etc.
  - Space for men and women groups, especially when they are sitting
  - Group size for discussions <10

### Selecting a facilitator

- It is important for the facilitator to be:
  - Familiar with the subject
  - Familiar with the local context and (cultural) norms
  - Of the right gender for the discussion and the composition of the group
  - Well experienced in facilitating a discussion

## Creating the setting

In discussion groups it is important to discuss 'what do we want?'

These discussions bring chances to discuss problems and themes that are not normally talked about. It is important to consider how you get those themes to be addressed.

### A discussion group can very well be used to:

- introduce new measures,
- let people ask questions on something new (a measure/system/kind of crop)
- give more background information
- reflect
- discuss the relevance of a measure
- etcetera

### Stimulation of discussions and word-of-mouth

- Everyone in the discussion should feel invited to speak
- Everyone should be on the same level. The leader of the discussion should not sit higher than the others.
- Everyone in the discussion should speak. Can be done by:
  - Asking every individual, a question.

- Going around the circle with a question where everyone answers.
- Splitting the group into smaller sections where people can discuss with each other.
- Discussions can be well stimulated using flip books, posters, and games.

### **How and when to use different materials**

#### Posters (more information on page 16)

- Posters be well used to support a discussion.
- After the poster is explained, different components of the posters can be discussed and questioned.

#### Games (more information on page 18)

- Games give a fun and interactive way of learning.
- It is game depended how a game can be involved in a discussion
  - E.g. in some in the game itself can be discussed in others it is better to discuss afterwards.

#### Flip books (more information on page 20)

- Flip books can be used to discuss a whole theme or parts of a theme, depending on the size of your subject
- They have a picture on one side and an explanation on the other. This makes them very suitable for discussion.

#### Videos (more information on page 22)

- Videos are very well usable to explain a certain practice (as a short information clip).
- After this video you can then discuss what was mentioned in the video and answer questions of de audience.

### **Women discussion group**

- You can speak with women when they are well introduced by another woman in the group
- It is advisable to have specific women discussion groups for gender-sensitive issues

### **Men and Women mixed discussion group**

- Meetings can be organized for men and women separately but can be done together now and then
- Men and women will sit in separate sections of the venue

### **Afterwards**

- Encouraging people to continue talking outside the discussion group and maybe form their own discussion groups to share experiences and encourage each other in the implementation of the practice.
- Organizing follow up discussion group, depending on the complexity of the topic and the feedback from the group.

### **Dos and Don'ts**

#### **Do's**

- Include ice breakers to keep the attention
- Limit the duration of the meeting to max 1.5 hours, without break
- Give a chance to all participants to speak and share
- Ensure a good translator, or make sure the facilitator is fluent in the local language

- To create a good atmosphere it is good to have tea and coffee available

**Don'ts**

- Do not sit on a chair whilst all others sit on the ground - Everyone should be on the same level
- Do not only let the a few people speak
- Do not select a site with a lot of distractions

## D. Demonstration sites

### Material available

Package	Number	Type	Title
1	05	Poster	Vision of effect of WSWs
1	04	Flipbook	Water Spreading Weir
1	06	Poster	Utilization of WSWs
1	07	Poster	Maintenance of WSWs
1	08	Poster	Do's and Don'ts WSW construction (A)
1	09	Poster	Do's and Don'ts WSW construction (B)
1	10	Poster	Do's and Don'ts WSW construction (C)
1	12	Flipbook	DSM (construction and utilization)
1	14	Info Sheet	Information Sheet, Cultivating Elephant Grass
1	15	Guide	(Agro-)Pastoralist Horizontal learning package. Exchange on Field Level Water Management

Package	Number	Type	Title
2	24	Flipbook	Production of fodder, varieties and steps to produce fodder
2	25	Poster	Production of fodder, steps to produce fodder
2	27	Poster	Maize – use, storage and processing
2	28	Poster	Pearl Millet - use, storage and processing
2	29	Poster	Sorghum - use, storage and processing

For further information on how to use the specific types of materials see:

- Posters (page 16)
- Flip books (page 20)

### How to organise

#### Beforehand

- Define a topic with the community 'What do we want to see (in practice)?'. Then you can start searching for a site with this topic in mind.

#### Setting up the demonstration site

- Few rules of thumb for a demonstration site
  - The demonstration site must be well visible and accessible
  - Information must be available about the demonstration site
  - Water must be available
  - The site must be maintained visibly
  - The person who maintains the site must be available for questions and must

- be well informed about the ins and outs of the site.
- With a demonstration site it is possible to make comparisons between plots that are treated normally and plots that are treated differently. Make use of this.
- Different options for demonstration sites:
  - Starting a demonstration site all the way from the beginning. Here you can make use of an office/public facility/pastoral training centre or make an agreement for a piece at a farm.
  - Or choosing the best (agro-)pastoralist in the area and making his plot the demonstration site.  
Please note: this only works if the technology/practice is proven in order for the (agro-)pastoralist not to bear all the risk. Even if the (agro-)pastoralist is the host, the management will usually still be by the organiser.
  - The selection of the demonstration site can also be addressed as part of the field visit.
- Demonstration site with a champion (agro-)pastoralist
  - Search for a (agro-)pastoralist who is exceptionally good in the practice you want to show, or in which you have the trust of good execution of the (new) practice you want to show.
  - This (agro-)pastoralist must not have been sponsored with a lot of money in the past, creating an inequality with the other (agro-)pastoralists. This creates a feeling of inequality and unreachability for the other (agro-)pastoralists. Search for a (agro-)pastoralist of the same 'level'.
  - Take note that this (agro-)pastoralist also wants something in return for using his plot e.g. seeds, fertilizer or a farming tool.
  - Make sure a written agreement is made beforehand. This will minimize uncertainties and gives clarity on what has been agreed and to which everyone is entitled.
  - Using a field of a champion (agro-)pastoralist is only appropriate if the technology is proven, and at least walk-along with the (agro-)pastoralist for a whole season and invest in the follow-up.
  - Selection of the person is critical, with the right criteria.
- Setting up a demonstration site from the scratch:
  - When starting a demonstration site yourself, it is important to consider the amount of work maintaining the site will cost.
  - Consider the size of the plot that needs to be maintained. Make sure you have enough manpower to maintain it and show the measure well.
  - Pay attention that this site must be successful, otherwise you will lose your credibility. Also pay attention to the fact that you are an outsider, and thus have less credibility than a local (agro-)pastoralist to begin with.
  - When starting a plot, consider the place of the plot. There are two options for a plot. On a (agro-)pastoralists field or on own/bought/borrowed terrain.

### **Promotion**

- Sign post/board at the road directing to the demonstration site
- Mentioning at gathering/community meeting
- When institutions are hosting, maybe posters/flyers/banner and own communication materials. Depending on support available from the project.

## Organising field days

- More on the organisation of a 'field visits' on page 5.
- The difference between a field visit as on page 5 and a field visit for a demonstration site is that with a demonstration site you will want to visit more often to monitor the progress and it should, in principle, be open for a visit at all times, while a field visit is a separately organised activity.
- In these field days the progress of the plot can be shown. To show this progress at different phases:
  - Visit the plot with the land preparation
  - During the growing season (can be once, can be more than once)
  - During harvesting, this makes people see the results that were made form the site.
- Demonstration sites can also be used to show differences between practices (like a plot with the practice implemented and a plot without). When this is the case put attention to these differences).
- Make a happening of the visits, a real event.

### **Box: (Agro-)Pastoralist Field Schools**

Lorem ipsum

## Creating the setting

### How to use?

- A demonstration site is especially useful to introduce practices in a community where they have not been proven or accepted yet.
- The demonstration site allows careful monitoring by the experts, while at the same time the site is transparent for the community around, as it is open for a visit at any time.
- The demonstration site should be set-up in such a way that it is realistic and the (agro-)pastoralist can relate to it, from their own background and context.

## Afterwards

### Evaluation of the site

- After the growing season/after the last field visit, it is good to evaluate on the season and, together with neighbouring (agro-)pastoralists, assess the success or failure of the measure.

### Wrap up

- When the experiment/demonstration is finished care that the area is made presentable again. So, e.g. the way it was found or the way agreed before using the plot or it can be prepared for another season of being used as a demonstration site.

## **Dos and Don'ts**

### **Do's**

- Establish at a central location
- Accessible for vehicles, cyclists and pedestrians
- Availability of water
- Work with the (Agro-)Pastoralist Research Groups, where they are present.

### **Don'ts**

- Do not promote/showcase a technology that is not yet proven, it will be difficult for the (agro-)pastoralist to be convinced of the benefits.
- Do not put the (model) (agro-)pastoralist in the situation where he/she will be confronted with the (normal) community practice or he/she is singled-out too much, which might be a source of out-casting/exclusion.

## 2. Extension materials

### A. Posters

#### Material available

Package	Number	Type	Title
1	05	Poster	Vision of effect of WSWs
1	06	Poster	Utilization of WSWs
1	07	Poster	Maintenance of WSWs
1	08	Poster	Do's and Don'ts WSW construction (A)
1	09	Poster	Do's and Don'ts WSW construction (B)
1	10	Poster	Do's and Don'ts WSW construction (C)

Package	Number	Type	Title
2	25	Poster	Production of fodder, steps to produce fodder
2	27	Poster	Maize – use, storage and processing
2	28	Poster	Pearl Millet - use, storage and processing
2	29	Poster	Sorghum - use, storage and processing

#### Production

##### Materials for a poster

- For long lasting use of a poster, Panaflex is a good durable material. This is especially good for posters hanging in key offices. For posters in public spaces, paper is more suitable and cost-effective.
- Roll-out banners are good for transport and can also be used for a permanent location. However, roll-out banners are also more expensive to produce and require a re-design of posters due to the different dimensions.
- For hand-outs, posters can be printed on paper. Posters can also be printed in different sizes for either handouts or to show to a bigger audience.
- Posters can be printed in the sizes A1, A2, A3 and A4.

#### Creating the setting

##### How to use?

The good use of a poster

- There are two kinds of posters:
  - Posters that give one message. E.g. Don't cut down trees.
  - Posters that give instructions/steps. E.g. How to grow Sorghum.
- The instructional posters are good for use in Discussion groups (more information on discussion groups on page 9 in 'Discussion groups').
- Posters can be used on its own, or to complement already existing materials or trainings.
- When using a poster as part of a presentation make sure it is well visible.
  - Do not stand in front of the poster when presenting.
  - Make sure the poster is well visible and readable.
  - Make sure the poster is the right size and that the audience in the back can still see it.

## Finding a good permanent location

- Good locations are places where people visit in a calm manner. E.g. A key-office.
- Do not display the poster on busy places outside where they will break, or they will be thrown away. E.g. On markets.

## Do's and Don'ts

### Do's

- Make the poster pictorial, with limited text, to link to the oral tradition within the community.
- Place the posters in (visible) public areas, but with oversight. Common shops can be used. PTC, Agricultural Office, Kebele office, school, etc.
- Choose the location, based on the function of the poster (training, promotion, etc.)
- Do adjust the size of printing to the purpose (posters that are handed out are generally smaller than posters for hanging)

### Don'ts

- Do not display the poster on busy places outside where they will break, or they will be thrown away
- Do not hang posters in a location where other posters/papers will be hung over the poster, covering part of the poster.
- Do not only make the posters available to (government) offices where they are not visible/accessible for the (general) public.

**Options to utilize the water behind the WSWs**

- 1. Growing Vegetables/Grass and local grasses**  
Grass seedlings can be cultivated from the water behind the WSWs. They can be planted in the area for a crop. A crop before option to feed animals in the area. Grasses can be used for domestication. They grow under water.
- 2. Grass strips**  
Grass strips can be planted in regular intervals. They stabilize the stream bank, reduce the erosion and sedimentation. They grow under water.
- 3. Grass seed production**  
Grass seedlings can be planted in regular intervals. They stabilize the stream bank, reduce the erosion and sedimentation. They grow under water.
- 4. Trees**  
A 10m x 10m area of a WSW or an area having local trees and fruit and other products can be planted. These are a source of food, fuel and other products.
- 5. Trees seed production**  
Grass seedlings can be planted in regular intervals. They stabilize the stream bank, reduce the erosion and sedimentation. They grow under water.
- 6. Crop production**  
The stream bank can be used for agriculture. It can be planted in regular intervals. They stabilize the stream bank, reduce the erosion and sedimentation. They grow under water.

**WATER SPREADING WEIRS Construction Part 1**

**Safety on construction work places**

- Do not use stones or construction materials beyond your lifting capacity
- Communicate with your team member during construction work and always to keep safe your surroundings.
- Do not work alone and especially on working areas.
- Do not take risks and working on construction work.
- Use proper hand tools for respective construction work.
- Do not get into the working area.

**Do's**

1. Use proper hand tools for respective construction work.
2. Do not work alone and especially on working areas.
3. Communicate with your team member during construction work and always to keep safe your surroundings.
4. Do not get into the working area.

**Don'ts**

1. Do not use stones or construction materials beyond your lifting capacity.
2. Do not take risks and working on construction work.
3. Do not work alone and especially on working areas.
4. Do not get into the working area.

**Steps to maintain the Water Spreading Weirs**

**Part A: Annual inspection and work**

1. **Preparation**  
• Do not use stones or construction materials beyond your lifting capacity
2. **Walk Through**  
• Check the condition of the weir structure and the surrounding area
3. **Check and Plan**  
• Check the condition of the weir structure and the surrounding area
4. **Repair work**  
• Repair the damaged parts of the weir structure

**Part B: After each flood event**

1. **Inspection of the structure**  
• Check the condition of the weir structure and the surrounding area
2. **Repair work to the structure**  
• Repair the damaged parts of the weir structure

**Maize**

Maize (Zea mays, Corn) is the most abundantly produced cereal in the world and has become a staple food for many parts of the world including Ethiopia. It is grown in the majority of the agricultural zones and is the primary source of grain for many of the poor and vulnerable rural households. It is a staple food for many of the poor and vulnerable rural households. It is a staple food for many of the poor and vulnerable rural households.

<b>LAND PREPARATION</b>	<b>CROP PROTECTION</b>
<b>WATER MANAGEMENT</b>	<b>SEED MANAGEMENT</b>
<b>VARIETIES</b>	<b>CROP PLANNING</b>
<b>USE OF CHEMICAL FERTILISERS</b>	<b>HARVEST &amp; POSTHARVEST PRACTICE</b>

**Pearl Millet**

Pearl Millet, locally known as 'Mayer', is a nutritious coarse grain cereal. In Ethiopia, pearl millet is often used as a replacement for maize and sorghum for crop rotation, because it is suitable on both arid and semi-arid production environments. It is a very green for feed and is also used for making beer and other products. The grain is among the most nutritious of the major cereal grains and has also a high nutritive value for poultry and livestock.

<b>LAND PREPARATION</b>	<b>CROP PROTECTION</b>
<b>WATER MANAGEMENT</b>	<b>SEED MANAGEMENT</b>
<b>VARIETIES</b>	<b>CROP PLANNING</b>
<b>USE OF CHEMICAL FERTILISERS</b>	<b>HARVEST &amp; POSTHARVEST PRACTICE</b>

**Sorghum**

Sorghum is a coarse cereal. In Ethiopia sorghum is used as one of the important indigenous food crops and is only second to wheat for its importance in the country grown for human consumption and as feed grain. Sorghum grows in a wide range of agro-ecological zones and is one of the most important crops in the drought-prone areas where other crops like wheat, maize, etc. do not grow.

<b>LAND PREPARATION</b>	<b>CROP PROTECTION &amp; SEED CONTROL</b>
<b>WATER MANAGEMENT</b>	<b>SEED MANAGEMENT</b>
<b>USE OF ARTIFICIAL FERTILISERS</b>	<b>VARIETIES</b>
<b>USE OF NATURAL FERTILISERS</b>	<b>CROP PLANNING</b>
	<b>HARVEST &amp; POST HARVEST PRACTICE</b>

## B. Games

### Material available

Package 1		
Game type	Topic game	Learning goal
Land Use Game (16)	Options for Soil Moisture Management	To understand the different options for soil moisture management and together with the community determine which options are suitable in the context of the community.
Summary	<p>With this interactive game you can explore your area with your fellow community members and identify the land use practices that can help to restore and maintain the area.</p> <p>Together with the facilitator you can explore which practice is suitable for your area and which steps are needed to implement.</p> <p>The game can be used together with the brief on Land Use – Options for Soil Moisture Management (17)</p>	

Package 2		
Game type	Topic game	Learning goal
(Agro-)Pastoralist Journey (20)	Journey of the (Agro-) Pastoralist	Gain some insight in the effect of (natural) events on ones build-up of resources.
Summary	<p>Success in agro-pastoralism depends on knowledge, skills ... and a bit of luck with avoiding hazards. Follow your own agro-pastoralist path towards prosperity, roll the dice with two or more players to see how your agro-pastoralism life fares until the end. You may encounter events that shorten you agro-pastoralist journey, or events that take you back a few steps which allows you to collect more. Count your collected scores and see who wins when every player's journey has ended.</p>	
Maze -- Select the right path (21)	Select the right path, following the best practices for crop cultivation	Gain insight in crop and field management practices that influence the health of the crop and the harvest.
Summary	<p>The player can see two different paths for cultivating maize. One path includes good practices, leading to a healthy crop, the other path includes bad practices. The player can select the path he/she thinks is the right one and together with the facilitator the good and bad practices can be discussed.</p>	
Maze - Cut and paste (22)	Select the right practices, leading to an abundant harvest.	Gain insight in crop and field management practices that influence the health of the crop and the harvest
Summary	<p>The game presents 10 practices that can be applied when cultivating maize. Only 5 of these represent good practices. Can the player select the right practices and also decide in which order the practices should be applied. Selecting the right practices and the right order will lead to a high score and high yielding harvest.</p>	

## Production

### Printing material

- The mazes can be printed and handed out to the participants after the activity, to use as discussion tool at home.
- The board game (Land Use Game) exists in a printable form (for distribution) but also exists in cardboard form (for use by a facilitator)

### Getting games

- Games can be accessed through the extension offices

## Creating the setting

### How to use?

- The games must be explained beforehand. Do not let the participants try to find out themselves beforehand, as it will give away the clue of the game. Detailed explanations, including the learning objectives and how to play, are included in the game. Make sure you read these before starting the activity in which you will use the game.
- Games can be very well used to trigger discussions.
- Games will learn people different things in different ways
- Games will amplify important messages/lessons
- Games will make it more fun to learn and also give some excitement.
  
- For a guide on how to use games in discussion, see page 9 'Discussion groups'.

## Dos and Don'ts

### Do's

- Introduce the game and the objectives well, so all participants understand
- The facilitator has to prepare well, and be aware of the background of the game to be able to bring the main agenda on board. For example, play the game first with your colleagues, to understand the game play.
- Bring all the elements needed for the game, so the game is complete
- Ensure the group is comfortable in interaction with each other.
- Adjust the level of explanation to the group's characteristics and prior knowledge.

### Don'ts

- Do not make the game too competitive. The goal of these games is to learn and to have fun. Winning is also fun but not the main goal. When too much pressure is put on winning it distracts from the goal to learn.
- Make the group playing the game too big, this will lead to distraction of the participants.
- Do not provide the participants with too many clues, but let them explore for themselves.
- Do not be too pushy with the participants, but create a safe and comfortable environment for the interaction.

## C. Flipbooks

### Material available

Package	Number	Type	Title
1	04	Flipbook	Water Spreading Weir
1	12	Flipbook	DSM (construction and utilization)

Package	Number	Type	Title
2	24	Flipbook	Production of fodder, varieties and steps to produce fodder

### Production

- You have to print it at a printshop or receive one from an office.
- Dimensions for printing:
  - A4 size preferred but A3 is also possible
  - Rotated pages
- When printing a flipbook, a ring binder is best, but staples will also work. If a ring is not available, it is also possible to print them as separate cards.

### Creating the setting

#### How to use?

- First show the picture on one side
- Let attendees describe what they see. Start discussion
- When discussion comes to an end, explain the picture with other side, which contains further explanation and background info.
- Explain whether what was contributed by the attendees was correct or not
  - Start with a 'good' thing, then a 'bad' and end with another 'good' thing
- Flip books can be used in discussion groups (page 9) and can also be used in other activities like on demonstration sites (page 12), or during field visits (page 5).
  - Flip books can cover quite some pages with information. If they are used in a activity with a certain theme, it may be good to only use those pages that fall within the theme, to avoid confusion or overloading the participant with (new) information.

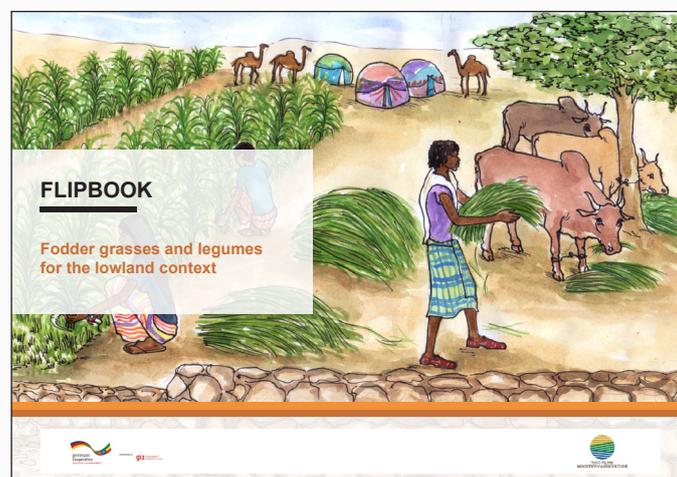
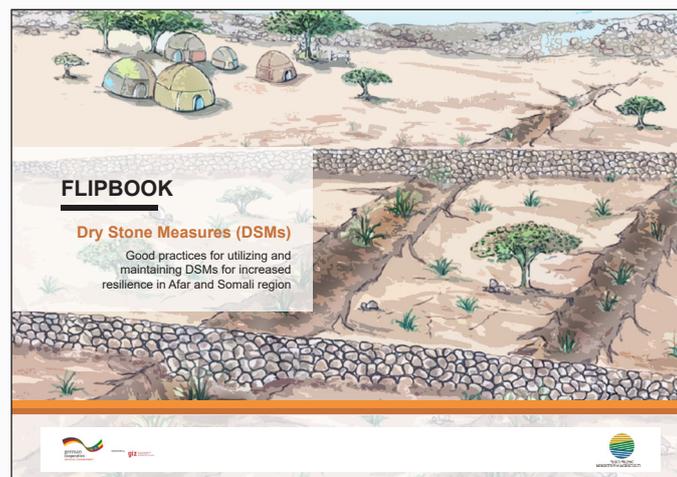
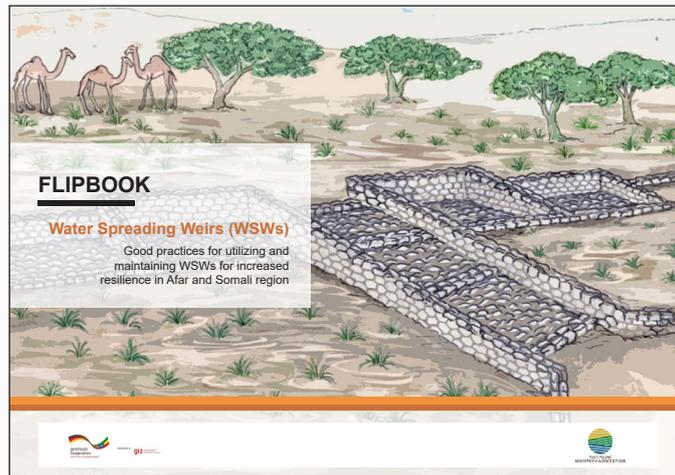
### Dos and Don'ts

#### Do's

- Use plain words for the explanation, avoid the technical jargon which is not known to the participants
- Do ensure you can be heard by the participants, as facilitator.
- Do provide background information to participants, if they are interested in a specific topic.
- Understand the level of the audience or target group.
- Try to engage and encourage ideas from the group.
- Do adjust the speed of the 'flipping' of pages to the flow of the discussion; if contributions are coming in in great number, take more time to discuss them.

## Don'ts

- Do not create too much distance with the participants, to ensure they can see the picture.
- Do not react negatively if a comment is not correct, but stimulate the participant to give it thought from another angle.
- Do not rush, to give the participants time to gather their thoughts and also understand what is shown on the picture/illustration.



## D. Videos

### Material available

Package	Number	Type	Title	Duration
1	03a	Video	Water Spreading Weir (English) Introduction to the WSW, including benefits and maintenance.	04:02
1	03b	Video	Water Spreading Weir (Amharic)	04:02
1	11a	Video	Dry Stone Measures (English) Introduction to the DSM, including benefits and maintenance.	03:47
1	11b	Video	Dry Stone Measures (Amharic)	03:47

Package	Number	Type	Title	Duration
2	31	Video	Land preparation and water conservation: making field bunds (English)	03:45
2	32	Video	Land preparation and water conservation: deep ploughing and planking/ sand mulching (English)	04:55

### How to organise

#### Promotion

- Have the video's ready at the Kebele office/PTC, when the group is sufficient the screening starts.
- Combine the promotion of the screening with other organised activities (discussion groups, visits, etc.) and materials

#### Organising showings

- Choice between small screenings and larger open screenings.
  - Smaller (hand-picked) groups have more interaction
  - Larger open screenings are mostly good to reach more people and to introduce the topic to a larger audience.
- Place of the screening
  - Should be an easily accessible place
  - Make sure that you know what is available. E.g. if it is a very noisy place make sure you have powerful speakers and when there is no power supply make sure you have a chargeable beamer.
  - Videos can be shown using a tablet but can also be shown with the pico-projector (small rechargeable beamer).
- Timing
  - Make sure the screening is organised in a time frame that fits the audience. E.g. after work but before supper.

- Staff
  - Make sure the right people are present.
  - Make sure the extension worker (maybe yourself) knows the ins and outs of the video and has expertise in the topic of the video.

## Creating the setting

### How to use?

- Instruction for trainers
  - The trainer must already know what the video shows. They must understand everything and be able to answer questions
  - Show videos featuring (agro-)pastoralists. These videos are more believable.
- Videos can be used to quickly explain something or give an introduction into a certain measure. They can be used in discussion groups, field visits or in a stand-alone showing.
  - In all cases, make sure the location fits to show a video. Above are some things stated to consider when organising a showing.

## Afterwards

### Discussion and checking

- Discussion must be stimulated after the video. This can be done with some questions & answers. With these questions you can also check if the video was well understood. Some examples of questions to ask
  - What did you think was most remarkable about this video, and why?
  - What did you learn from this video?
  - Were there topics you would like to know more about? If so, which topics?

## Dos and Don'ts

### Do's

- Ensure the facilities are well set-up in terms of lighting and sound volume
- Provide an introduction to the video and facilitate a discussion afterwards
- Do show the (short) video a second time if the information shared in the video was shown too fast for the group to understand

### Don'ts

- Do not speak while the video is showing, unless it is paused

## E. Radio campaigns

### Material available

Package	Number	Type	Title and Brief Content
1	18	Brief	Radio Campaign for Soil and Water Conservation  The brief provides an introduction to the use and set-up of Radio Campaigns, including scripts for radio programs focussed on soil and water conservation measures.

Package	Number	Type	Title and Brief Content
2	30	Brief	Radio Campaign – Crop production  The brief provides an introduction to the use and set-up of Radio Campaigns, including scripts for radio programs focussed on crop production in the lowland context.

### Production

The setting up of the radio campaign is explained in the two documents 'Radio Campaign (18 and 30)', which contain some scripts for radio programs.

### Creating the setting

#### How to use?

- Gender friendly approach. In the radio campaign women need to be included in all stages. For example: by having a female voice in the radio broadcast, by choosing the time of the broadcast, so that women in the communities are available to listen. In general, by organizing, supporting, and coordinating activities for women they benefit the most from the radio campaign opportunities.
- The broadcast needs to be in a local language. Using the language or dialect of the pastoralist and semi-pastoralist communities will ensure that they understand the core message, but also feel respected and recognized at the same time.
- Campaign music. The program needs to have an attractive opening musical piece that is a reminder to people that the program is going to start. In addition, when they listen to the music piece, they will automatically make a link with the campaign and create an emotional connection. Be sure that the music piece that you use will not offend or confront the community's religion and beliefs or other cultural values.
- Choosing appropriate timing for airing the campaign. Research the daily activities of pastoralist and semi-pastoralist and choose a time when pastoralist and semi-pastoralist are available to listening to the radio campaign. Is it early in the morning or late in the afternoon? This is a very important part of the radio campaign and its effectivity.
- Topics of interest for local communities. Pastoralist and semi-pastoralist communities have many responsibilities and occupations during the day. They will only listen to a radio program that discusses relatable topics like opportunities to improve their health, livestock, crops, water or marketing.

## How to organise

The example scripts can be used as basis for the radio campaign.

To take into account when setting up the radio campaign:

- First agree about the target group you want to reach, this determines the radio station to approach.
- Decide: What is the campaign about?
- Budget: make a financial plan early on.
- Duration of the radio campaign?
- With whom are you working together in the campaign?
- What outcome do you expect from the radio campaign?
- Monitor the progress during the campaign.

## Afterwards

An important part of a radio campaign is the evaluation. At the end of the campaign many facts and findings will come out. You can get a good feedback from the pastoralist and semi-pastoralist communities, about how they received the information sent on radio, and how this information helped to create new ideas. Ask what needs to be improved! Furthermore, include evaluation of the partners in this report.

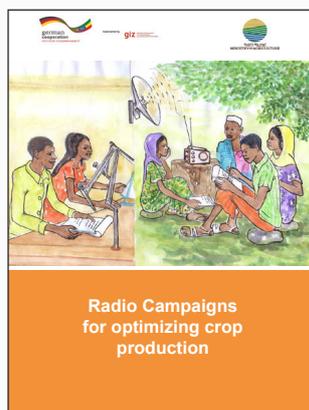
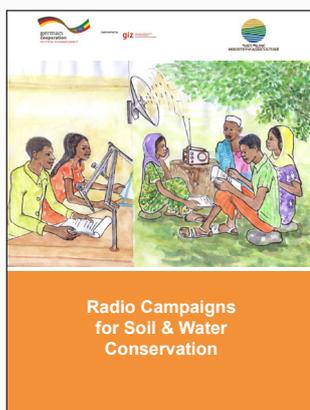
## Dos and Don'ts

### Do's

- Select a radio station with local language
- Select the appropriate time, such as morning and evening. But check this in the local context.
- Include information where additional information can be found for the listener
- Message should be transferred in an entertainment/educational manner
- Provide an option for listeners to participate
- Select the media with the target audience, with a focus on the media that is popular with the target audience.
- Develop different agendas for the target groups (men/women, age, role in community, level of experience, etc.)

### Don'ts

- Suddenly jump into the subject matter, but ensure it is introduced properly, with an entertainment angle.
- Do not make the program too long, cost wise but also in terms of the attention span of the listener.



### 3. Learning at woreda and regional level

#### A. Horizontal learning and experience sharing

Organizing exchange between and within local communities to look at WSWs and dry-stone measures

- .....

Stimulation of learning and discussion

- Videos and posters are very important
  - Hang introduction posters on key offices. These posters provide colour to an office, which makes it very noticeable.
  - The posters can also be printed on roll-out binders. This makes them transportable. This way they can also be used for trainings.
- How to organize exchange between and within local communities to look as WSWs and dry stone measures
- How to stimulate learning and discussion – Look at the Power of Peers blogs

