

# METHODOLOGY

## Introduction:

Participatory Integrated Pest Management (IPM) training has been a proven success in helping farmers to adopt and implement innovative and sustainable pest control strategies in a number of programmes or actions.

The different leaflets can show how to manage participatory training during different stages, such as in-front trainings, inter-sessions or field visits.

The methodology section of the training guide is developed under three main themes:

- ▶ **Tactical training methods** to be used at a precise, relevant moment
- ▶ **Building tools** to help the trainer to be more interactive
- ▶ Specific **sessions** to be prepared.

### 1. Tactical training methods

During training, it can be useful to develop short periods using participative methodologies to allow farmers to share experiences and ideas.

The methods presented in the guide are intended to be used on different occasions (room training, field visits).

▶ If the goal is to provoke brainstorming by encouraging the participation of all the trainees:

- ▶ In small groups: use **Hum group**;
- ▶ Individually: Use **Post-it**;

▶ If the objective is to verify the key points of the training with trainees:

- ▶ From group sharing: use **Restitution**;
- ▶ From documents and field visits:

▶ And a need to identify the participants' knowledge at the beginning of the training: Use **Before and After**;

▶ Without identifying the participants' knowledge:

- ▶ Guiding the search for information: use **Info hunt**;
- ▶ Considering the important points: use **Highlight**

### **hierarchy**;

▶ If the goal is to maintain contact after the training or between two sessions, use **Follow up**.

### 2. Building tools

Some tools are useful to illustrate or to facilitate participatory training such as **card games**, **checklists** or **webquests** during a training session.

Appropriate **training assessment** is used to evaluate the achievements of a training session in terms of results and impact.

### 3. Preparation of sessions

**Field visits** must be a special occasion for both farmers and technicians to view new technological developments and their results, but also to be a moment where experiences can be exchanged between researchers, technicians and farmers.

The **technical preparation** of these visits is very important (experiments, posters, documents) to ensure their value as a training tool is maximised.

In some cases, especially where the interests of participants differ, **facilitation** can be a particularly suitable method for a training session, to avoid conflicts and to help develop common ideas.



# Methodology section

