Training Module on
Facilitation for Development

Published by

The Centre for Research on Innovation and Science Policy (CRISP) was established in 2004 for undertaking research in the area of innovation policy in relation to agriculture and rural development (www.crispindia.org). CRISP also hosts the AESA (Agricultural Extension in South Asia) Network (www.aesanetwork.org).

The International Rice Research Institute (IRRI) was established in 1960 by the Ford and Rockefeller Foundations with help and approval of the Government of the Philippines. It is supported by government funding agencies, foundations, the private sector, and nongovernment organizations. Today, IRRI is one of 15 nonprofit international research centres that is a member of the CGIAR Consortium (www.cgiar.org). The CGIAR is a global agricultural research partnership for a food-secure future.

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Training Module on Facilitation for Development

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CRISP

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Preface

Agriculture is critical to the overall development and transformation of Odisha. With crops covering 35 per cent of the state's geographical area and more than 60 per cent of its workforce depending on farming for livelihood, the welfare of Odisha's people cannot be separated from its agriculture. The State Government is keen to increase agricultural production and raise incomes and productivity by leveraging science and technology, improving resource use efficiency, diversifying to high value agriculture and supporting efficient functioning of agricultural markets.

Extension and Advisory Services (EAS) play a major role in strengthening technical, managerial and organisational capacities of farmers, who need frequent renewal of capacities to deal effectively with the evolving challenges faced by rural communities. Based on a systematic Capacity Needs Assessment (CNA) of EAS in Odisha, undertaken by the Centre for Research on Innovation and Science Policy (CRISP) and the International Rice Research Institute (IRRI) in 2018-19, a strategy was developed to address the identified capacity gaps.

Based on the prioritised capacity needs and recommendations from the Department of Agriculture and Farmers' Empowerment (Government of Odisha), CRISP and IRRI have developed this module on facilitation for development. It was pilot tested in a Training of Trainers Workshop organised during 09-10 January 2020, at the Institute on Management of Agricultural Extension (IMAGE), Bhubaneswar, Odisha.

Development is a process of change and facilitation helps in accelerating this process. We hope that this training module will be used by facilitators at agricultural training centres and faculty of agricultural extension in the State of Odisha for developing capacities of extension functionaries to enable them to offer better support, advice and guidance to farmers and farmer organisations as leaders, mentors, brokers, coaches, mediators, etc., so as to transform agriculture in Odisha and bring about development.

Rasheed Sulaiman V

Ranjitha Puskur

Acknowledgements

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Dr Sapna Jarial, Consultant, CRISP led the development of this module with support from other members of the CRISP team (Ms Nimisha Mittal, Dr Onima VT and Dr Rasheed Sulaiman V) and Dr Ranjitha Puskur from IRRI. Our sincere thanks to them and to all those who contributed ideas, cases, experiences, tools, and frameworks related to facilitation for development, especially Dr Rajashree Joshi (Chief Thematic Program Executive, BAIF), Dr PN Ananth (Head, Krishi Vigyan Kendra, ICAR-Central Institute of Freshwater Aquaculture), Dr Avinash Deo (Programme Organizer, BAIF), and Mr Ajit Naik (PRADAN) who also served as resource person during the Training of Trainers (ToT) workshop we organised on this topic.

The ToT workshop was held during 09-10 January 2020, at the Institute on Management of Agricultural Extension (IMAGE), Bhubaneswar, Odisha, with a select set of participants identified by DAFE. We sincerely thank the participants of this ToT workshop for their inputs on the content as well as the process suggested in this training module.

We appreciate the contributions of Dr Mukund Variar, State Coordinator, IRRI, Odisha, for his support in organizing the training and development of the module. Our special thanks to Mr Kishor Kumar Behera, Senior Specialist-Partnership Management, IRRI, for his support in organising the ToT workshop.

Background

Development is a process of change and facilitation helps in accelerating this process through the 'change agents' or the extension and advisory services (EAS) providers. A facilitator has multifarious roles to play. Depending on the situation, he/she can be a consultant, a coach, a trainer, a mediator, a broker, and/or a leader. This Module has been envisioned to assist trainers involved in training of agricultural extension and advisory services (EAS) staff and other knowledge mediators on facilitation for development.

Module Overview

This training module has a number of units and all of them are made up of a number of sessions, each embarking upon specific topics in facilitation for development.

- Unit I: WHAT IS FACILITATION FOR DEVELOPMENT?
- Unit II: INTRAPERSONAL AND INTERPERSONAL AWARENESS
- Unit III: BROKERING LINKAGES AND STRATEGIC PARTNERSHIPS
- Unit IV: FACILITATING INNOVATION PLATFORMS

All units are arranged in a specific order – starting with objectives, introduction of the content followed by detailed discussion on the content, and then providing examples through case studies. References/ further reading, tools and exercises are provided at the end of each unit. The outline of the four-day training programme has also been provided in the module for ready reference.

How to use this training module

This training module is pitched at two levels, namely:

a. The field extension personnel level (for example, graduate agricultural officer level) so that he/she can gain adequate expertise in facilitating groups of farmers and other stakeholders in taking collective decisions;

b. The middle and senior level personnel so that he/ she gains adequate expertise in facilitating multi-stakeholder platforms so as to enable and support more coordinated multi-agency interaction and problem solving.

This training module is designed for approximately 25-30 participants. The module is intended for those who need to facilitate discussion among various stakeholders, teams and individuals. Over the four-day training, they will learn tools and techniques to help them develop their own effective facilitation styles. Trainers/Facilitators can use the material and exercises in this module and can also add locally relevant cases and examples while designing and implementing training programmes. To remain relevant, the trainers need continuous updating so that they are aware of new material that will sharpen their training skills. Many topics and techniques described in this module are accompanied by training notes or tips for facilitators. These tools and tips have been added to help trainers understand why a topic is important or how specific techniques will enhance learning of the participants.

Module Performance Outcomes

The expected outcome of this training module is the development of competent and confident trainers with the skills to design and implement a training programme on facilitation for development.

Needless to say, facilitating an effective training course on facilitation for development not only involves understanding the concept of facilitation for development, but also competencies needed to be a facilitator, intrapersonal and interpersonal awareness, and how to broker linkages and strategic partnerships, especially how to facilitate innovation platforms to foster development. The trainer(s) should review the material prior to the training and plan the approach most appropriate to the topic, and the time needed for each session.

The expected outcome of these training modules is the development of competent and confident facilitators with the necessary skills to design and implement a training programme on facilitation for development. Those EAS staff who undergo training on this topic could effectively work with farmer groups and with other stakeholders so that they can better achieve their results.

Tool kit

Training material: *For executing the training programme the following materials are required for trainers and trainees: Training module, card sheets of different colours, poster papers, sketch pens, marker pens, white boards, white board markers, offset paper, board pins, booklet, handouts, books and literature related to facilitation for development.*

Training Aid: *Multimedia projector, microphone, projection screen, laptop, computers, printers, scanner, digital camera, voice recorder, etc.*

Training Methodology: *The training programme will be implemented through the participatory approach now mentioned. Some of the major methods that will be used during the different sessions are: Interactive lectures with multimedia presentation and participation through Q & A, group and individual exercises, lectures followed by discussions, brain storming, small and large group discussion, experience sharing, field visits, and so on.*

Tips for the Facilitator - Guiding principles for conducting an effective training programme

- *Correct selection of participants is vital to the success of any training programme.*
- *Clarity in communicating all aspects of the training programme to the participants before they reach the venue is critical. This could begin with the introductory invitation letter explaining the purpose of the training and highlighting the importance of attending it.*
- *Once the participants confirm their availability to attend the training programme, it is important to continuously engage their interest by sending them relevant materials, such as the background paper, self-assessment questionnaire, programme schedule, and brochure from time to time.*
- *The logistics should be undertaken by the organizers so that the participants are not hassled by any of the minor details and have no reservations with regard to attending/not attending.*

Welcome and warm up

- *Think through what it must be like to be someone coming to the workshop, training or course. What problems or worries are they likely to have? Are there some who will have special problems? What can you do to help them? What can you ask others to do to help?*

Tips on how to record: 'Hope to learn and contribute'

- *Invite participants to write on cards what they hope to learn and what they need to contribute. Take serious note of what they hope to learn. Tips: Ask for names to be written on all the cards. This assists you in trying to meet individual needs, and to know who can be called on for what. Contributions can be great. These can also be too many, or embarrassingly inappropriate. Be cautious. Some ways of handling them are given below.*

Tips if objectives are not pre-set

- *Start with expectations. If these are on cards or Post-its, let these be grouped and summarized.*
- *Straight plenary discussion.*
- *Small groups discuss and report.*
- *Individual reflection and writing, followed by sharing in small groups, leading to plenary reports.*
- *Prioritize and select which objectives to address and which to postpone.*
- *If you can summarize a consensus, well and good. If not, options include leaving differences unresolved.*

What to do when people are constantly late

Don't

- *Wait for arrival of all in the group.*
- *Go overtime when it's time to finish activity without asking. If anyone has to leave, they should tiptoe out.*

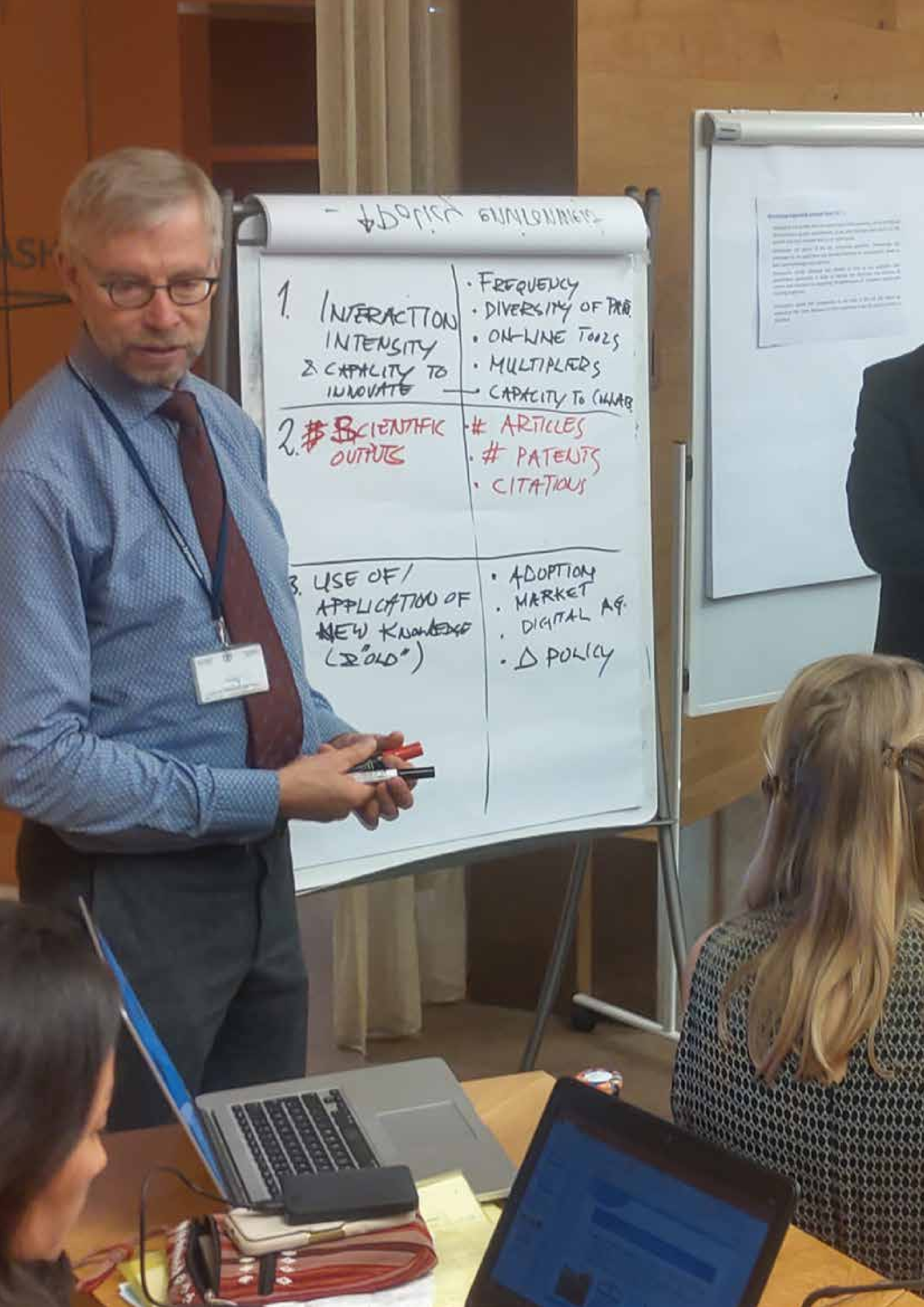
Do

- *Start when you are expected to start (waiting encourages lateness).*
- *If you must go beyond the scheduled time, with the approval of participants call a break, so that people can phone home/cancel plans.*
- *If going overtime is frequent then improve your agenda planning.*

Suggested Outline of the Training Programme

	DAY 1	
Session 1 0930-1030	**Introduction to the Workshop**	
	Welcome	
	Self-Introduction - Participants	
	Training Objectives and Outcomes	PPT
Session 2 1030-1300	**Introduction to Facilitation for Development**	
1030-1115	What is Facilitation for Development (F4D)? What is the need for Facilitation for Development (F4D)? (*Reflect on the case/video and discuss how many need to be involved; and what are the activities that need to be undertaken.*) Deliberate on the need for an approach to adapt F4D role, also emphasising the need for F4D integration in all extension programmes.	Video/Case Card Exercise PPT
1115-1130	Tea Break & Group Photo	
1130-1300	What are the competencies needed for playing these facilitation roles? Mentor vs. expert vs. coach vs. trainer vs. leader vs. consultant.	Case Analysis Group Work Plenary PPT
	Q & A	
1300-1400	Lunch Break	
Session 3 1400-1630	**Experience Sharing**	
1400-1515	Learning from practitioners' experiences on facilitation	Guest Speakers (experts with knowledge and experience of specific topics)
	Q & A	
1515-1530	Tea Break	
Session 4	Reflection and Learning	Participants
1530-1630	Sharing of Experiences	
	DAY 2	
0915-0930	Recap	
Session 4 0930-1100	**Interpersonal and Intrapersonal Awareness**	
0930-1100	What are the complexities inherent in facilitation? How to facilitate? How to diagnose with groups? How to be aware of your personality as a facilitator? What needs to be facilitated? (Divide the participants into groups, give them one case each and let them work on the above questions.)	Group Exercise
1100-1115	Tea Break	
1115-1215	Plenary	
1215-1230	Q & A	
1230-1300	Theoretical concepts on the nuances of facilitation	PPT
1300-1400	Lunch Break	

Session 5 **1400-1500**	**Good Practices in Facilitation**	
	Learning from GOs/NGOs	Guest Speaker
	Q & A	
1530-1545	Tea Break	
Session 6 **1545-1630**	**Facilitating Multi-stakeholder Interactions**	
1545	Experience sharing from practitioners	PPT Video Cases Discussion
	Q & A	
1530-1545	Tea Break	
	Q & A	
	Reflection and learning	Participants
DAY 3		
0915-0930	Recap	
Session 7 **0930-1100**	**Brokering Linkages and Strategic Partnerships**	
0930-1100	Learning from practitioners Q & A	PPT Guest Speakers Video Card exercise
1100-1115	Q & A	
1115-1130	Tea Break	
Session 8 **1130-1300**	**Facilitating Innovation Platforms**	
1130-1230	Limitation and common mistakes Beyond value chains	PPT
1230-1300	Q & A	
1300-1400	Lunch Break	
Session 9 **1400-1700**	**Fieldwork /Exposure Visit**	
1400-1700	Fieldwork guide: Do's and don'ts Divide into groups - Farmer groups/ATMA/Producer Organisation Key questions for exposure visit/field work	
DAY 4		
0915-0930	Recap	
Session 10 **0930-1130**	**Key Learnings from Fieldwork**	
0930-1100 1100-1130	Presentations/Plenary Q & A	
1130-1145	Tea Break	
Session 11 **1145-1300**	**Feedback /Key Learnings from Training**	
1145-1215 1215-1245 1245-1300	Trainers' feedback Trainees' feedback Sharing experiences	
1300-1400	Lunch	
Session 12 **1400-1530**	**Valedictory Session**	
1400-1500 1500-1530	Certificate distribution Concluding remarks/Vote of thanks	



1. INTERACTION INTENSITY & CAPACITY TO INNOVATE
· FREQUENCY
· DIVERSITY OF PAR.
· ON-LINE TOOLS
· MULTIPLIERS
CAPACITY TO COLLAB
2. SCIENTIFIC OUTPUTS
ARTICLES
PATENTS
· CITATIONS
3. USE OF/ APPLICATION OF NEW KNOWLEDGE (& "OLD")
· ADOPTION
· MARKET
DIGITAL AG.
· Δ POLICY

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Unit I: What is Facilitation for Development?

Objectives

- Explain the role of facilitation for development in extension and advisory services (EAS) and why extension personnel should understand facilitation;
- Convince extension professionals and enhance their confidence in undertaking facilitation;
- Understand the desired attributes of a facilitator for development; and how to plan and prepare for facilitation.

Tips for Facilitator

- *The facilitator should set the scene for the four-day training by introducing the objectives of the training, and emphasizing the need for facilitation in agricultural development.*
- *The facilitator should guide the participants in a participatory exercise to establish a few do's and don'ts (for instance, keeping mobile phones on silent mode) for the duration of the training so as to ensure optimum utilization of time and resources.*
- *He/she should apprise the participants that this training programme is directed at gaining adequate expertise in assisting farmers and other actors (both core and supporting) to become effective facilitators.*

Introduction

Facilitation is the new form of communication in extension. It is an act of engaging participants in creating, discovering, and applying learning insights. In contrast to top-down approaches such as training, which is typically characterized by delivering content to an audience, facilitation usually involves asking questions, moderating discussions, introducing activities, and helping participants learn. This skill is particularly important for extension professionals who work among farmers and with other agencies to achieve developmental outcomes.

While working with farmers, facilitation most often refers to a technique used to promote group learning, build consensus and promote collective action. This is especially important when extension is dealing with

issues relating to Natural Resource Management, Linking Farmers to Markets, etc. However, similar facilitation techniques can also be used in meetings or other group settings which demands multi-agency collaboration, for instance, in up scaling climate smart agriculture.

The facilitator's role in both situations is to guide the group to work together more efficiently by creating synergy, generating new ideas, and arriving at consensus and agreement. The best facilitators demonstrate the following skills, namely,

- listening,
- questioning,
- problem solving,
- resolving conflict,
- following a participatory style,
- accepting others,
- empathising, and
- leading.

EAS professionals often lack many of these skills and this module is meant to address this critical gap.

Facilitation for development involves

- *a deeper process of helping individuals or groups of people to understand themselves and their role in development;*
- *putting equal emphasis on both process and content; and*
- *the 'art' of discovering how to unleash people's ability to learn, reflect, use their skills and potential to achieve their desired goals.*

Development entails change (Ngwenya & Kibwika 2016; Patnaik 2017). However, most of us resist change and change can be both positive as well as negative. Therefore, not every change would lead to development. Development is a process of change and facilitation helps in accelerating this process through the 'change agents' or the extension and advisory services (EAS) providers. Development is a slow process which requires facilitation skills in social, cultural and technical context.

The word 'facilitate' comes from the Latin '*facile*' and means 'to make easy or more convenient'.

Facilitation is a process. It is about how you do something. It is not merely about content, but what you do with it. It involves movement from point A to point B, that is, towards an agreed destination. So, we can call a facilitator someone who is a process guide, that is, someone who makes a process easier or more convenient. In some languages there is no direct translation for the word 'facilitator'. This is the case in German, for example, and a facilitator is often known as a moderator.

Agriculture and agricultural development

Agriculture, encompassing crops, livestock, aquaculture, fisheries and forests, is the world's biggest employer and largest economic sector for many countries, while also providing the main source of food and income for the extremely poor. Sustainable food and agriculture have great potential to revitalize the rural landscape, deliver inclusive growth to countries and drive positive change. The 2030 vision of sustainable development addresses food and agriculture, people's livelihoods and the management of natural resources not separately but as one. It looks at a future where the focus is not solely on the end goal but also on the means used to achieve it; in a setting where public and private actors participate in legitimizing, engage in shaping, and work towards achieving development solutions.

Almost all the SDGs are relevant to agriculture, either directly (SDG 2 on ending hunger and achieving food insecurity) or indirectly (SDG 8 on promoting sustained, inclusive and sustainable economic growth which can only be achieved if inclusive agricultural development is promoted). Agriculture is central to achieving SDG 5 on gender equality, as majority of women in developing countries work in agriculture.

The United Nations forecasts that the global population will reach more than 9 billion by 2050. To feed everyone, food production will have to increase 70 per cent. Helping the world's farmers and fishers to achieve this target is challenging in itself, but beyond providing food, agriculture sustains the economies of most countries in significant ways, especially in the developing world.

Agriculture doesn't exist/take place in isolation, rather its physical, social, and economic environment changes continually. Agricultural development enables agriculture and people to adapt rapidly to challenges on one hand as well as to respond readily to rising opportunities on the other. For very poor households, agricultural development not only is a defence against hunger but it can also raise incomes nearly four times more effectively than through growth in any other sector. These circumstances help to explain why agricultural development is such a powerful tool for reducing global poverty and stimulating economic development.

Source: *FAO 2018*

Facilitation and facilitate are not words that were in much use 30 years ago. Facilitation enables a group of people to achieve their own purpose in their own agreed way. For although participation can occur spontaneously, in a development context it is usually induced, enabled, provoked, encouraged, catalysed or caused to happen by an actor. In short, it is usually facilitated by a facilitator (source: www.participatorymethods.org). The skilled facilitator aims to achieve better understanding among various stakeholders in a development process as lack of it can weaken the productivity of groups.

Common benefits in using facilitation skills in a group setting (Fran 1998) can include the following:

- group members are often motivated to support the decisions made due to their involvement in the process;
- the best efforts of groups usually produce better results than individual efforts;
- increased participation within the group increases productivity;
- everyone involved has a chance to contribute thereby increasing ownership and buy-in;
- innovation and problem-solving skills are developed;
- people are encouraged to think and act for the overall benefit of the group;
- high-quality decisions normally result;
- the group acts as a forum for constructively resolving conflicts and clarifying misunderstandings.

Facilitation: to make easier; assist the progress of (Collins English Dictionary, 2005)

According to Tadaro, "**development** is both a physical reality and a state of mind in which society has, through some combination of social, economic, and institutional processes, secured the means for obtaining a better life."

Facilitation for Development: A deeper process of helping individuals or groups of people to understand themselves and their role in development (Ngwenya & Kibwika 2016).

Facilitator: plans, guides and manages a group event to ensure that the group's objectives are met effectively, with clear thinking, good participation and full buy-in from everyone who is involved.

Facilitation skills: enable or empower others to help themselves. Facilitation skills are as important as subject expertise, if not more so.

Process observation: is observing how the process of development happens over time.

Documentation: is recording what you have observed (minutes of a meeting, personal observations, daily diary, videos, pictures, etc.). It allows you to track the progress and process of development in the group you are facilitating.

Visualisation: is forming an image in your mind of something that you want to achieve and how you want to achieve it (Ngwenya & Kibwika 2016).

Innovation: is the process by which individuals or organizations master and implement the design and production of goods and services that are new to them, irrespective of whether they are new to their competitors, their country, or the world.

An innovation system: is a network of organizations, enterprises, and individuals focused on bringing new products, new processes, and new forms of organization into economic use, together with the institutions and policies that affect their behaviour and performance. (World Bank 2006).

Discussion

The relevance of facilitation for EAS

Extension in the new millennium, is all about 'facilitating' change and not merely about transferring a particular technology or distributing inputs or financial assistance to famers. It has been observed that training farmers or communicating about new technologies is often not enough for achieving adoption of new knowledge (at a scale). Most of the new challenges facing agricultural stakeholders, including farmers and EAS providers (climate change, globalization, feminisation of agriculture, etc.) can be overcome only through group action/approach and multi-stakeholder interactions. There is no one other than EAS, who can support farmers to deal with these new challenges. However, to be able to do so, there needs to be a paradigm shift in the way extension programmes are broadly designed and delivered. Redesigning, realigning, rethinking and reshaping EAS to be facilitative is the need of the hour (Table 1).

To be able to do these, the role of EAS needs to change from disseminator of new technologies to that of facilitator. Some of the facilitation roles that are needed are given below (Box 1)

EAS are positioned to play all these roles only if they start thinking of themselves as facilitators, change agents, brokers, mentors, coaches and so on. The state agricultural policy of Odisha (GoO 2019) recognizes the importance of rolling out extension services through various institutions and convergence between different departments and agencies; and this essentially means the main public sector extension agency, DAFE, playing a facilitating role to enhance convergence among various institutions

Box 1. Facilitation roles in the broader context of sustainable development

Twenty actions that knit together the many dimensions of agriculture and rural development with a country's broader development programme, can play a role in laying the foundation for resilient and sustainable societies. These are:

1. Facilitate access to productive resources, finance and services;
2. Connect smallholders to markets;
3. Encourage diversification of production and income;
4. Build producers' knowledge and develop their capacities;
5. Enhance soil health and restore land;
6. Protect water and manage scarcity;
7. Mainstream biodiversity conservation and protect ecosystem functions;
8. Reduce losses, encourage reuse and recycle, and promote sustainable consumption;
9. Empower people and fight inequalities;
10. Promote secure tenure rights;
11. Use social protection tools to enhance productivity and income;
12. Improve nutrition and promote balanced diets;
13. Prevent and protect against shocks: enhance resilience;
14. Prepare for, and respond to, shocks;
15. Address and adapt to climate change;
16. Strengthen ecosystem resilience;
17. Enhance policy dialogue and coordination;
18. Strengthen innovation systems;
19. Adapt and improve investment and finance;
20. Strengthen the enabling environment and reform the institutional framework.

Source: *FAO 2018*

Table 1: Shifting paradigms in EAS

Current Approach	**Required Approach**
Supply push	Demand pull
Sectoral	Holistic
Isolated /stand-alone intervention	Synergy/convergence
Family-based for specific interventions	Based on landscape, families, individuals, POs, PRIs
Programme Implementation Agency (PIA) driven	Community driven
One fit for all approach	Contextualized and need-based plan
Project/scheme/commodity-based presence	Long term outcome aimed presence
Thrust on scale/geographical coverage	Thrust on intensification/hub/resource block concept
Need for specialists	Need for multi-disciplinary team
Introduced/pre-conceived programmes by PIA	Need-based/evolved programmes by villagers
Less reach of government programmes/wrong beneficiaries	Better reach of government funds and last mile reach

including Panchayati Raj institutions, cooperatives, farmers' organisations, farmers' field schools and non-governmental organisations. Convergence of these agencies will be ensured through public-private partnerships in EAS delivery, market-led extension and post-harvest value addition.

The various roles of facilitator

The role of the facilitator depends upon the needs of the group/client. What kind of assistance the group/client needs determines the movement of the extension personnel between one or more facilitative roles. Extension should facilitate farmers to:

- Organise themselves (*e.g., Farmer Interest Groups [FIGs], Farmer Producer Organisations [FPOs], Farmer Producer Companies [FPCs]*);
- Access markets, including direct sales to consumers (*e.g., direct marketing*);
- Link to services *(e.g., credit, marketing, insurance, etc.);* and
- Access government schemes *(subsidies, infrastructure support, knowledge, machinery*).

There are broadly six facilitative roles – facilitator, facilitative consultant, facilitative coach, facilitative trainer, facilitative mediator, and facilitative leader (Table 2).

Planning and preparation for facilitation

Planning for facilitation

As a facilitator it is imperative to prepare before the facilitation contact session with the individual or group, so that you will have a good idea of what issues you need to address during the meeting. To prepare for a facilitation contact session, identify the individual or the group that you will be meeting with. It is important to think about when the best time would be to have the facilitation contact session so as to allow people with time-dependent tasks to make themselves available to meet with you.

Having an agenda or general plan for the facilitation contact session will allow you to decide how much time you need to spend on each topic. It will also help you manage the time for a group discussion to ensure that everyone at the facilitation contact session has a fair chance to talk about their challenges or to make suggestions. Remember to leave enough time so that anything that is not on the agenda can be discussed after all other points on the list have been addressed.

Create a setting where participants feel comfortable

For a facilitation contact session or group meeting to be successful, each participant must feel comfortable enough to share their opinions and suggestions.

Facilitation contact session: Also known as a group meeting.

Time-dependent tasks: Any tasks that must be performed at a specific time of the day such as farm work, looking after children or going to school.

Agenda: A list of main topics that should be discussed at a meeting.

Source: *Schwarz 2017*

Table 2: Six facilitative roles

	Facilitator	**Facilitative consultant**	**Facilitative coach**	**Facilitative trainer**	**Facilitative mediator**	**Facilitative leader**
Purpose	Help the group use effective processes to make decisions and increase its effectiveness	Provide expert advice on client's issues	Help an individual, group or team achieve goals and group effectiveness	Help people develop knowledge and skills	Help two or more people resolve dispute	Influence a group to achieve goals and increase its effectiveness
Group member	No	No	Can be	Can be	No	Yes
Involvement in content	Content neutral	Content expert	May be involved	Content expert	Content neutral	Involved in content
Involvement in content decision making	Not involved	May be involved	Not involved	May be involved	Not involved	Involved

Source: *Schwarz 2017*

Before beginning the facilitation contact session, it is your job as facilitator to create this safe space by setting some rules on how the facilitation contact session will be structured. It is important to make sure that everyone understands these rules and respects them. It will be especially helpful to you in a large group.

Make sure everyone understands that each person must be allowed to speak without interruption. Tell the participants that there will be time to ask questions after the person has finished speaking. If someone breaks these rules, it is up to you to remind the person of the rules and to let the speaker finish. Your role is to make sure that everyone has a fair chance to say something.

Neutrality

It is important that you, as facilitator, are self-aware so that you can adjust to the level of the individual or group.

A facilitator is there to keep order in a facilitation contact session. They do this by never taking sides in a discussion even if they do not agree with something that is said. By staying neutral you are able to remind the participants to talk about the problem and not to make things personal. Keeping things objective makes finding solutions to a problem much easier.

Listening

There are two types of listening that can be used while facilitating development. These are active listening and reflective listening.

Active listening is when a person concentrates when listening to what someone is saying so that they can understand and remember what they have heard. This is an important skill for a facilitator because they will need to listen to people's problems or suggestions and use the information to help them develop a problem-solving plan.

Reflective listening is when the listener just repeats what they have been told so that they can be sure that they have heard and understood something correctly. This is an important tool for a facilitator to make sure there are no misunderstandings in a meeting or contact session.

During the contact sessions reflective listening should be used as much as possible.

Motivation

To keep a meeting or contact session running smoothly, it is important that the individual or members of a group are encouraged to think about positive outcomes. Instead of letting people just complain about problems, the facilitator must guide them to think about how they can begin to make changes in order to find a solution to their problem. If they are able to find the solutions that they are happy with then they will be active in implementing change. Motivating the individual or the group to be a part of the development process will help them learn how to solve problems in a positive way. Positive attitudes will also encourage people to think of creative ideas to solve problems on their own. If they are motivated, they will keep moving towards the solution to the problem.

Facilitation competencies

There are six core competencies that are needed for facilitation. These are:

- Create collaborative relationships;
- Plan appropriate group processes;
- Create and sustain a participatory environment;
- Guide groups towards appropriate and useful outcomes;
- Build and maintain professional knowledge;
- Model a positive professional attitude.

However, the main concern facing us is whether we have these competencies or not. We know that our education and training often focuses on downward communication (e.g., communicating about pest management to farmers). Then how do we develop these? Some of the mechanisms for developing facilitation skills include:

- Becoming aware of the importance of these skills during training/education;
- Reading, watching and reflecting;
- Learning by doing; practice, practice and practice;
- Coaching by 'mentors';
- Learning from practitioners.

Lecturing vs. facilitation

We should also be aware that facilitation is not about lecturing. Facilitation is not lectured-based. A lecture-based approach includes constant telling, a lack of team interaction, and an environment that makes each individual feel uncomfortable with sharing their true thoughts. Instead, facilitation is about *active listening and asking questions.*

Training vs. facilitation

Traditionally, the focus of training is on learning. Therefore the primary job of a trainer is to teach new concepts and skills and to pass on knowledge to the training participants. In contrast, the focus of facilitation is on thinking. Therefore the primary job of a facilitator is to help the group achieve its goals by guiding them through an efficient and productive process.

This implies that facilitation needs skills. We must be cognizant to develop these. This will help us to be a good facilitator and thus, an effective trainer. Facilitation is a practice that requires skills. Given below is a list of skills that are normally considered necessary for effective facilitation. These are:

1. **Listening** carefully to the verbal communication. Whenever we are listening, we need to pick up both positive and negative aspects of situations. It will help us in diagnosing problems, difficulties and tensions, and thus, in facilitating the training process.
2. **Observing**: Keeping our eyes open to what is happening around us. Understanding non-verbal communication. We need to remember that we are observing objectively in order to monitor the group's work.
3. **Empathizing**: The ability to pick up implicit messages and to put ourself in the learners' shoes whenever we are viewing a problem. Trying to empathize with the feelings, ideas and values of our clients/beneficiaries.
4. **Diagnosing**: The ability to define the actual problem from diverse inputs we might be getting/ receiving from the group about the problem. Based on our analysis, we should be able to select practical alternatives and intervene. While doing so, we should be aware that we are constantly being watched by the learners.
5. **Supporting/encouraging**: The ability to provide verbal and nonverbal messages of encouragement, appreciation, affirmation and caring. Being participative in problem solving.
6. **Challenging**: Posing challenging questions to the learners for defining or analysing problems. Sometimes to probe further, we need to challenge the learners, their values and norms. It is not easy. In this process we might say something to the learners which might disturb them initially. We might have to confront or disagree, or even stop a process. We should not hesitate to do so, but be polite and firm at the same time. However, we shouldn't be rude to the learners. This hampers the learning process and breaks trust.
7. **Openness**: Being open to the learners. Our ability to receive feedback and act on it will definitely help us in being good facilitators. Our readiness/ flexibility/self-reflection to re-examine our attitudes, values and ideas and changing them, if necessary, determines our success in holding dialogues with learners.
8. **Modelling**: The ability to respond spontaneously without being idealistic. Not presenting oneself as an expert. (Ngwenya & Kibwika 2016; Schwarz 2017; UN Online Training 2018)

The goal for facilitation should influence practices and techniques for facilitation (Table 3).

Table 3: Model practices and techniques for facilitation

Facilitation Goals	Practices	Techniques
Spark initial interest	Welcome people and invite them into the space; Introduce the activity and set the mood for interaction.	Smile and introduce yourself; Orient learners to the available tools and materials; Offer a place to start working; Meet them at eye level when explaining or modelling; Show examples that demonstrate a variety of thinking; Suggest a prompt that generates possibilities.
Sustain participation by following the learner's ideas	Value tentative ideas, mistakes and wrong directions; Support their process in moments of failure and frustration.	Observe members for a bit before jumping in; Ask questions about their process; Listen to their ideas; Restate statement or questions; Offer new materials or tools; If you don't know the answer work together; Give learners suggestions, instead of directions; Show enthusiasm about their ideas.
Deepen understanding through making connections	Guide people to go a little bit further than they could go on their own; Surface connections between projects and links to outside learning experiences.	Encourage people to look around the space for inspiration; Point out shared goals around the room; Offer technical terms only when relevant; Let participants explain their thoughts and define their next steps; Encourage risk taking and experimentation; Offer challenges that allow learners to go further down their own path; Discuss experiences that may be related to outside interests; Celebrate moments of wonder, joy and surprise.

Source: *Model designed by the Tinkering Studio-Exploratorium in UN Online Training on Facilitation 2018*

Good facilitation and empowering others demand action, reflection, learning and change, which is constant. A good facilitator for development should:

- Be able to design their own processes;
- Know which facilitation tools and techniques to use in any situation;
- Use the art of questioning and probing;
- Know process observation and documentation; and
- Use visualisation.

Facilitation requires inputs that are either text-based (brainstorming, ideating, or sharing lessons learnt), or use sketching, model elements, numbers or stories. Visualization (Ngwenya & Kibwika 2016; IGNOU 2017b) can be very powerful not only to support creativity, but also to develop shared understanding.

The structure of the facilitation techniques is the way we structure information. We can work by means of a list on a flip chart, but also through a mind-map structure, in a matrix model or in different categories. Depending on the complexity of the problem a different structure will be well- suited to support the group in analyzing the problem and identifying a solution.

The facilitation techniques can also support different phases of information processing. We can share information, brainstorm ideas, structure or organize concepts, vote about information, revise and improve it, and take decisions based on the information shared by the group. In this way, we can develop a process in which the group can solve a problem in a sequence of steps. Finally, facilitation techniques can

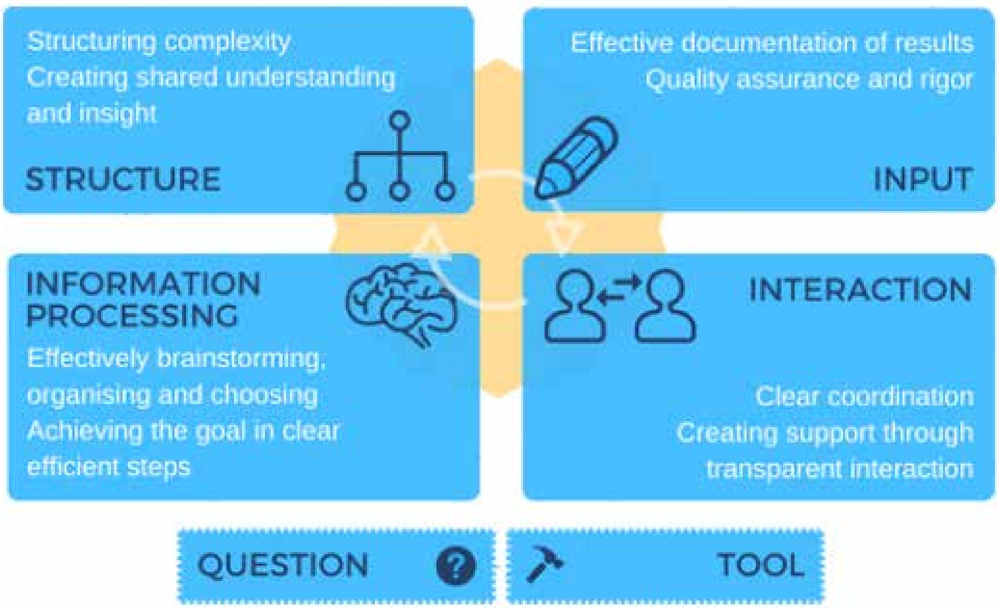
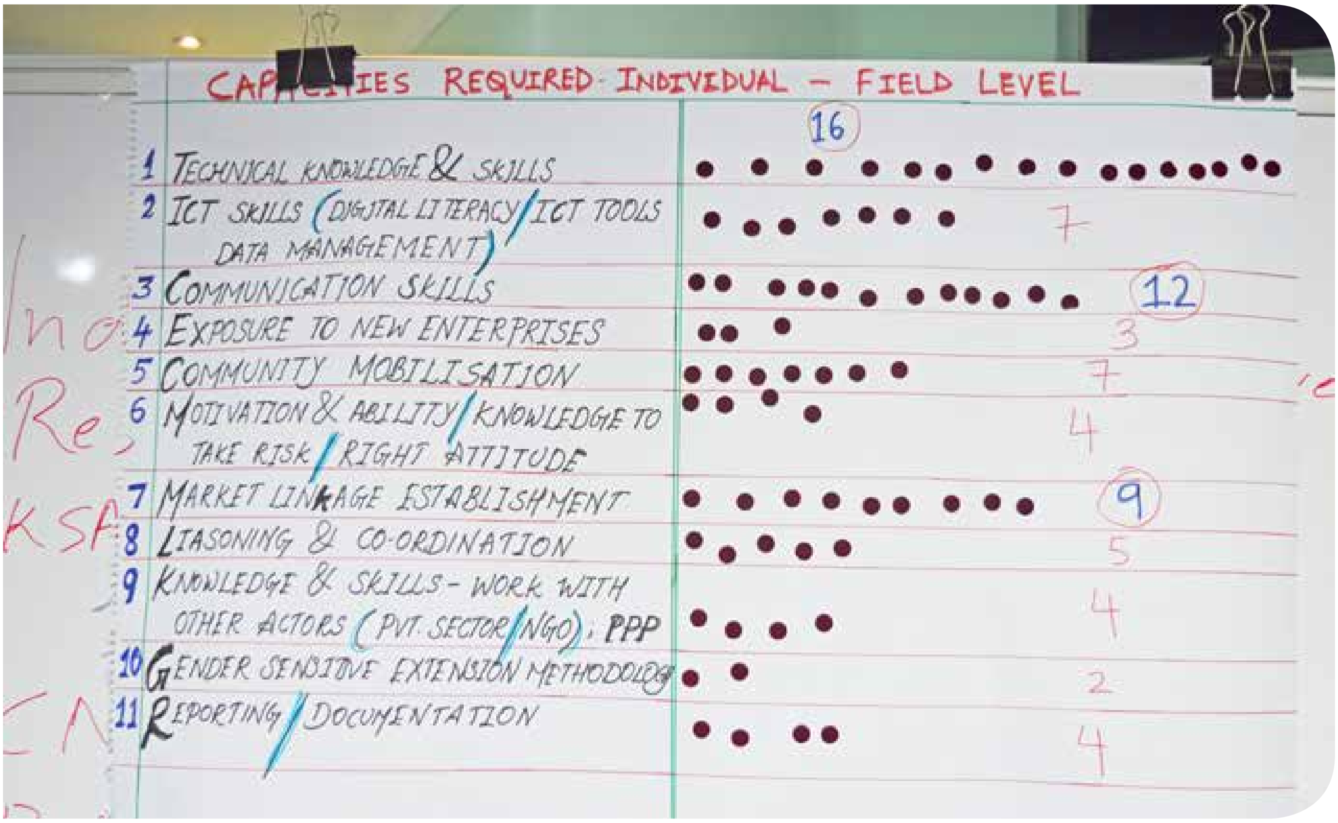
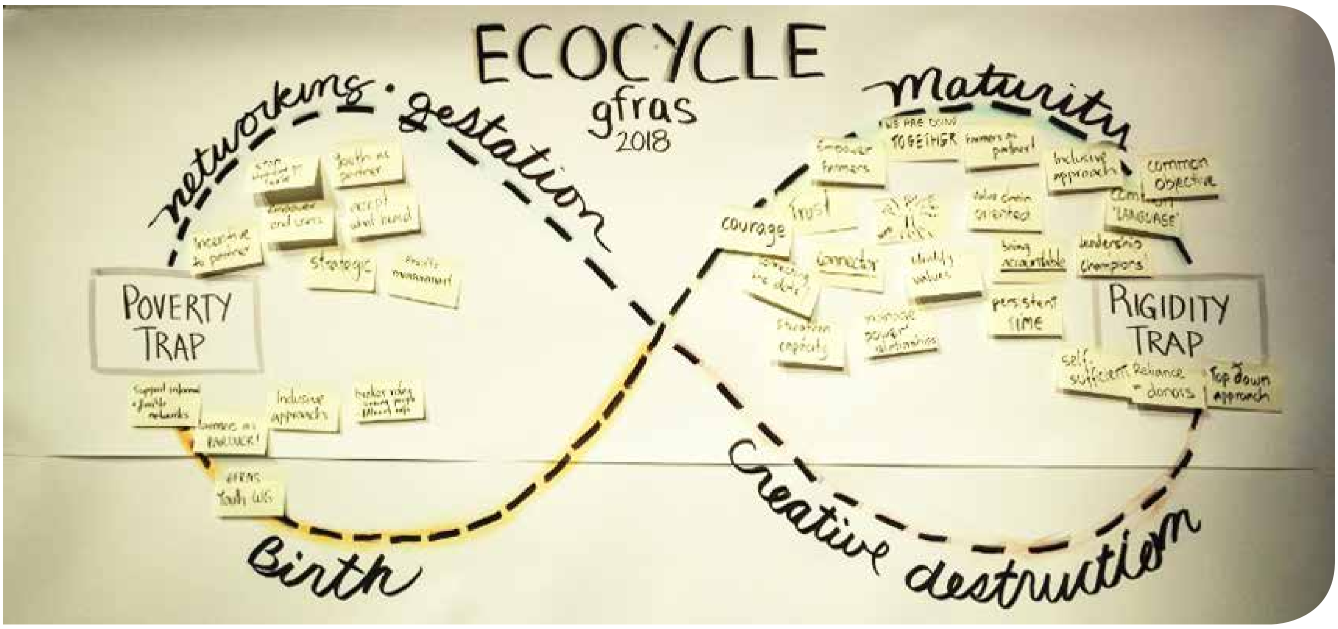


Figure 1: Four Dimensions of Facilitation *(Source:* *Kolfschoten 2016)*



be used in different modes of interaction. We can do some steps of a collaboration process in a plenary session, while others are better done individually, in a relay fashion, in small groups or in pairs. There are many ways to organize an interaction, and each has a different impact on the quality of the results and the support coming up for the outcomes.

With these four dimensions you can compose effective collaboration techniques that fit the task, the group, the process and the complexity of the context. With these techniques you can develop the process required for the group to accomplish its task. However, you need two additional ingredients to finish your facilitation technique. First, you need to formulate the question or instruction for each step. What is it that the group needs to brainstorm about, on what criteria do they decide, or on which topics will they need to find common ground and a shared vision? Second, you need to fill in the tools or materials to support the interactive technique. You could brainstorm ideas (on yellow Post-its, type them in a shared document, or a chat tool). Different tools can be used to implement these facilitation techniques to support collaboration face-to-face or online (Dale 2007).



To some extent underlying this whole set of activities is the cultivation of the collective human system. Good conversations, good cooperation or collaboration can be fostered by a strong process design and operational facilitation. One achieves durable results only if the entire collective is driving the work and if its interactions are nurtured through intense and caring relationships between individual members. Facilitation skills in this respect demand empathy, deep listening, curiosity, positive feedback and focusing on the collective good.

Designing facilitation processes

Facilitation entails the ability to apply a variety of facilitation techniques and tools, questioning techniques, undertaking process observations and completing documentation and using visualisation to improve situations. If one wishes to be a good facilitator, one needs to develop these skills. The do's and don'ts of facilitation should always be kept in mind (Table 4) while designing the process. As a facilitator one might be in a situation where there will be need to plan and organise meetings between different individuals or organisations to help them work together towards a common goal.

Some important questions you need to ask yourself when planning the agenda for the meeting are as follows:

- What is the objective you want to achieve with this meeting?
- What results do you expect from this meeting?
- What action is needed to achieve the goal?
- What are the best techniques for you to use to help the participants achieve their goal?

A meeting is usually divided into an introduction, a body, and a conclusion. This means you will start the meeting by introducing yourself and welcoming everyone to the meeting. Then explain the agenda and make sure everyone understands the rules for the meeting.

The body of the meeting is when you lead the group through discussing the agenda point by point. Make sure everyone has an opportunity to say something about a particular point before moving on to the next point. When all the points on the agenda have been discussed, it is good to ask if anyone has anything to add that was not on the agenda. When everyone is satisfied that the goals of the meeting have been achieved you may conclude. This is where you

Table 4: Do's and Don'ts of facilitation

Do's	Don'ts
use your own judgement at all times; introduce yourself; establish rapport; respect, be nice to people; 'ask them', be unbiased; facilitate; empower and support; be confident that 'they can do it'; hand over the stick; be sensitive; share; watch; listen; learn; embrace error; learn from mistakes; relax; unlearn/abandon preconceptions; be self-aware and self-critical; triangulate; seek optimal ignorance; be realistic - don't set too many goals without understanding the needs of the participants.	rush; lecture; criticize; interrupt; dominate; sabotage; take yourself too seriously.

Source: Chambers 2003

summarise what was discussed in the meeting, and thank everyone for attending and participating in the meeting. Some of the self-reflection points to be kept in mind during a meeting or a training are elaborated in Box 2. However, this list is not exhaustive and can be customised or improvised depending upon the need.

Box 2. Salient Self-reflection points for the facilitator during a training/meeting

- What do they think I am here for? Have I explained matters to them adequately? What are their expectations - what is in it for them?
- Is there a fit or misfit between what I think they can expect and what they really expect? How can I help them to be realistic? How can I be realistic?
- Who is participating in whose programme, project, workshop, course, class or group? Who feels it is theirs? Are 'they' participating in mine or ours? Or am I, or are we, participating in theirs?
- What are the significant 'axes of difference' in the community, workshop, course, class or group? Gender? Age? Wealth? Social, ethnic or religious group? Education? Language or fluency? Technical ability? Or what? How do these combine?
- Who are marginalized or excluded? Those less fluent in the language? People who lack confidence? Females? Those of lower social, ethnic or religious status? Younger people and children? People with disabilities? The 'uneducated'? The very old? The poor?
- Who are dominant? Those more fluent in the language? Those who are more confident? Males? Those of higher social, ethnic or religious status? Older people? The better educated? The relatively wealthy...?
- Who are the stakeholders? Who are the people affected or who might be affected by the process? Who are likely to gain? Who are likely to lose?
- What is a good time and place for whom to meet? When and where is it convenient for them (especially trainees) to meet? Whose convenience takes precedence? Would it be better for them to meet on their own? Would they like me to go and come back later?
- Whom am I meeting and whom am I not meeting? Am I meeting trainers or trainees? Who is being left out? Who is not here? Why not? Where are they? What are they doing? Are they sick, weak, distant, busy working and earning, looking after others, socially excluded, etc.? Would it be good to approach them and involve them? How?
- What am I being told and shown, and what am I not being told and shown? How does the person I am, and how I am seen affect what people tell and show me? Do people think I could bring benefits or penalties?
- Are people being polite, prudent or deferential? Where am I going and not going? What am I being shown and not shown? What am I seeing and not seeing?
- Is my behaviour empowering or disempowering? What effects am I having on people, especially the lower ones (those of lower status, weaker, less articulate, etc.)? Will they be stronger, weaker, or more or less able to stand up for themselves when I have finished?
- How did I behave? (as a question to them) And how should I behave? What should I do and not do?
- What questions would 'they' (local people, participants, course, class, or group members) like to ask me? About myself? About my organization? About anything else?
- What will happen after I leave? What sort of process is likely to continue in the community, workshop, course, class or group? Who will follow up? Will anyone be penalized?
- What have I left undone? What did I miss, leave out? What remains to be done?
- What am I going to do next? What actions are needed? What are people now expecting? What commitments have I entered into? How can I fulfil these?
- What lessons can I learn from this experience? What would I do differently, knowing what I do now? What advice would I now give to others?

Source: *Chambers 2003*

Facilitation techniques and tools

When facilitating a meeting, keep at hand materials to write on, like a flip chart on an easel, a white board and different coloured markers, or a chalkboard with chalk. Remember to make sure that people at the back of the group will be able to see what you are writing. Have a time keeper to manage the time properly.

Energizers and icebreakers (Chambers 2003) are great for team building, getting to know each other, getting people to think about a specific topic, or simply just to wake up a sleepy and tired group. Try to use energizers frequently during a workshop or meeting – whenever people look sleep or tired or to create a natural break between activities.

> **Ice breaker** is a short group activity or something the facilitator says at the beginning of a meeting to make everyone more comfortable working as a group.
>
> **Energizers** are activities to boost energy levels among participants. Useful to break up info-heavy sessions or to get everyone back into the groove after lunch.
>
> **Brainstorming** is where the group decides which problems or ideas they need to discuss and they will make their own decision on how to make the changes.
>
> ***Source:*** *Chambers 2003*

Facilitation also depends on the type of participants you have, that is, do you have a group of farmers who can't read or write, then you need to use more pictorial material and audio-visual aids.

Remember that each group is different. Choose the technique that will suit the size of the group. For people to feel comfortable to share ideas with strangers in a group there needs to be some level of trust. To build this trust between strangers you could start your meeting with an ice breaker. This could be a short group activity that will encourage everyone to interact with each other in some positive way. It is important for people to feel they are in control of a situation for them to feel comfortable. If you see someone does not want to participate, then do not force them to.

Once everyone appears relaxed you can continue with the discussions. If you know the purpose of the meeting you can write this topic down and invite the members to each share their suggestions on this topic in turn. This is known as prompting. Write down their ideas and then invite everyone to say something about these ideas. If members seem to lose their focus on the chosen topic, gently nudge them to get them back to the given topic. If someone does not feel comfortable contributing to the discussion, give them the option to pass on their turn. If you do not have a set topic yet, invite each participant to give some ideas on which topics need to be discussed. Write these topics down and then invite each person to make a suggestion of how to take action to create the change they need for development. Allow each person between one and three minutes to speak. This is called brainstorming.

Your role as facilitator is to get them to discuss these topics and make decisions as a group. You are there to guide them based on your knowledge, but you are not there to force your ideas on them. There is an art to questioning and probing. There are many ways to ask questions to get the information you need. As a facilitator you need to make sure you ask the right questions during a meeting so that you get all the information about a situation before you decide how best to facilitate change.

Handling questions in facilitator training

Questions are invitations for trainees to involve and respond. Questions serve several purposes in training like:

- encouraging learner participation;
- turning a boring talk into exciting discussion; and
- getting to know the grasping level of trainees.

Questions promote creative thoughts, questions can help trainees to receive feedback, questionscan elicit learner's decision and preference. Asking questions will indicate a caring attitude on the part of the trainer, it will help understand what the trainee already knows, and it can indicate what may have gone wrong with previous learning. The basic rule of questioning in training is to ask them, but do not ask too many questions as that can make trainees feel incompetent or exhausted. There are different types of questions which have connotations as given below (Table 5).

Questions may be also be:

1. **Open-ended** questions cannot be answered by giving 'yes' or 'no' answers. They require elaboration and explanation. They encourage trainees' involvement and help gauge their level of learning. For example, 'please explain the steps in extension teaching'.

Table 5: Questions and connotations	
Question	**Connotation**
How do you feel?	This question provides an emotional outlet for trainees to express freely.
What happened?	This question will help trainees recall what they learnt or unlearnt.
Do you agree?	This question will help in reality testing and generalization.
What if?	This question will allow participants to imagine and express what they are likely to do in a hypothetical situation.
What is your takeaway from this session?	This question will examine the real-world relevance of the experiences from training.
What would you do differently in similar circumstances?	This question will encourage participants to apply new insights to old experience.

Source: *UN Online Training on facilitation 2018*

2. **Closed** questions can be answered easily by saying ‘yes’ and ‘no’ without effort. You have to take chances on the reliability of answers. Closed questions can be used for other purposes such as gauging opinions, introducing a topic, seeking permission. For example, “did you get my point? Can we move on to the next topic?”
3. **Overhead** questions are asked to the entire group or class. This method can avoid embarrassment to individuals for not being able to answer a direct question. Ask an overhead question and give an opportunity to the entire group to answer within a short time. For example, say “Can anyone in this group explain what gender analysis is?”
4. **Direct** questions are directed at particular individuals. Many trainees would avoid preparation and participation if all questions are overhead questions. To alert passive listeners and shy trainees, direct questions can help. It helps to gauge the understanding of the individual learner, but needs to be handled properly.
5. **Reversed** questions are rather statements which paraphrase the questions asked by the trainees to ensure that trainer has understood it correctly. To answer a question correctly the trainer should understand it rightly, which may not be possible all the time. For example, if the trainee asks – “Sir what does the training do?” The trainer says “If I have understood your question correctly, you are asking

me to explain the uses, advantages of training". If the trainee says "yes" the trainer will answer the said question. If the trainee says "No" then the trainer will ask the trainee to repeat/rephrase the question.

6. **Redirected** questions are those that are thrown or redirected to the classroom by the trainer when asked by them, so that anybody can answer it. One or two trainees not knowing a particular concept does not mean everyone in the class is ignorant about it. It is also helpful when the trainer is not sure of the answer.
7. **Possibility** questions are those that you ask to imagine how things will be after a challenge is resolved.
8. **Probing** questions are those that you ask for more specific information so that a deeper understanding can be developed about the topic (IGNOU 2017b).

When there is clarity on the problem or challenge that needs to be addressed, ask the individual or the group possibility questions to empower them to start thinking of a solution to their problem in a positive way. Build a scenario (see exercise on scenario building in the tools section), ask open-ended questions. You will have to make sure that the individuals or group stay focused on the topic they need to discuss so that a solution can be found. You can ask leading questions to achieve this. Another way to get more information is to ask probing questions. These will encourage the person to give you more specific information on a topic.

Process observation, Documentation and Visualisation

Process observation is observing how the process of development happens over time. It helps a facilitator to identify which areas in the development process need to be concentrated on to stimulate change.

Documentation is recording what you have observed. This can be in the form of minutes of a meeting or your own personal record of what you observe.

Visualisation is forming an image in your own mind of something that you want to achieve and how you want to achieve it.

Source: *IGNOU 2017b*

Process observation is observing how the process of development happens over time. It helps a facilitator to identify which areas in the development process need to be concentrated on to stimulate change. You will want to measure these things early in a project/meeting and then again once improvements have been made to determine the impact. Process documentation should be impartial and data collection can be used as one of the tools. However, this can be time consuming and tedious at times, hence try measuring a sample first. You can observe a lot by simply watching, although in some environments it may be difficult to observe the work itself. A trained observer will watch what is being done or discussed from one activity to another/one meeting to another. The observer will record all data into a process observation chart.

Decide in advance what kind of record you want and how it will be used and with whom afterwards, and allocate the necessary resources and personnel	✓
One member of the team should have responsibility for coordinating and ensuring reporting and recording of the workshop, in particular gathering all feedback from participant groups as well as flipchart paper used and other session outputs	✓
If using video recording, ensure that it does not interfere with the participants' view of and interaction with trainers	✓
In taking photographic records, as a courtesy, ask at the beginning of the workshop if everyone is ok with being photographed	✓
Remind all working groups to have one participant take notes during each exercise for reporting back, and that they should try and keep notes as clear and legible as possible. They should mark the notes clearly with the date, group number, and exercise name or number, and hand them over to the designated facilitator by the end of each day	✓
Always have one designated training team member, who is not actually presenting, to take notes for each training session	✓

Figure 2: Checklist for documentation (Source: FAO 2017)

Documentation allows you to track the progress of development in the group you are facilitating. This record will let you identify where you need to adjust your facilitation techniques so as to guide the development process successfully. You need to have a reporting and recording checklist that should guide this process (see Figure 2). Documenting, either formally or informally, graphically or otherwise so that the conversations that were held are recorded and hopefully acted upon – this skillset includes online platform stewardship, typing, reporting and summarizing of the main insights, etc.

With regard to visualization in the EAS context, you could ask the individual or group you are working with to imagine how their situation could be improved if they follow a specific course of action. So, you will have to ask them to form a mental image of the outcome of the proposed development process and then imagine how they will get to that outcome.

Conclusion

Extension personnel should act as facilitators rather than as technical experts. This unit tried to create better understanding in extension personnel on facilitation for development, and so enhance their confidence in undertaking facilitation. It also covered the importance of facilitation in the present job setting of extension personnel – support group learning, encourage collective actions and build consensus. To conclude, this unit attempted to equip extension personnel on how to plan and prepare facilitation for development.

Cases

Case 1: Helping farmers to enhance their income through collective marketing in Odisha

Story in 2016: Export riches for mango farmers

Mango growers of Mayurbhanj are now marketing their harvest through their own company. In an initiative that was initially supported by the district administration, the Mayurbhanj Fruits and Vegetables Producers' Company came into existence on November 17, 2015, and it is scripting a success story. Now, the produce of these farmers, mainly small and marginal growers, is reaching distant markets in Delhi, Jamshedpur, Bokaro and many other places in the country, helping them reap considerable profits.

The company is wholly managed by the tribal mango producers who have engaged a young MBA graduate from North Odisha University to look after marketing and other business processes. The company already has 362 producers enrolled as members. "The district administration helped us form a registered company to export mangoes. Now, we are harvesting vegetables too and marketing them outside the state. The producers have been getting a good price ever since the company started," said Jitendra Hembram, managing director of the firm.

It all began around three years ago when Mayurbhanj district collector Rajesh Prabhakar Patil came across a mango-bearing belt at Basketala in Bangriposhi block. He was told that the area had around 1,800 mango trees belonging to 43 farmers who grew prized varieties such as *langada* and *dussehri*. Patil was shocked when he was told the growers were being exploited by traders from Uttar Pradesh and Bihar, who took their produce by paying just INR 150 to INR 200 for one fruit laden tree.

"These traders came from Uttar Pradesh and Bihar and were paying around INR 150-200 per tree to the tribal mango growers during Makar Sankranti. They would leave a caretaker and harvest the fruits," said Kesab Jha, chief executive of the district supply and marketing society. Jha said things changed following the intervention of the district collector.

Last year, the growers earned a profit of INR 15 lakh with a harvest of around 83 metric tonnes and shared the amount among themselves. A woman farmer, Shakra Hansda, got the highest amount of INR 1.4 lakh as her share followed by Kisan Murmu, who made a profit of INR 1.3 lakh. This year, out of the total harvest of 32 metric tonnes, 11 metric tonnes have been exported. "The district collector is like an angel to us," said Murmu.

In Mayurbhanj, mango plantation was undertaken on a plot under Bangiriposhi block under the employment assurance scheme in 1994-95. Initially, the growers were exploited by local middlemen. The district collector, Rajesh Prabhakar Patil, said: "Farmers cannot get best prices unless they operate in a group. That is why the company consists of growers. Now, they are directly in touch with the market and reaping the benefits."

Source: *Kundu 2016*

2018….

The mango growers finally formed groups called Fruit and Vegetable units. There are 14 Fruits and Vegetable units in the district, from where the produce is being sent to Delhi, Bokaro, Banaras, Jharkhand and other parts of the country. The units have trading tie-ups with reputed companies outside the State and are actively carrying out their business in Baskitala in Bangiriposi, Rairangpur, Bisoi, Kaptipada, Udala, Moroda, Khunta, Kuliona and Baripada blocks of the district.

These units have apparently helped the growers in reaping profits. For instance, Baskitala Dasheri Producer Group earned a profit of RsINR 16 lakh in 2015-16 by supplying 83 tonnes of mango to Mother Dairy, New Delhi and Bokaro Fruits and Vegetable Cooperative Society in four months. Despite a poor harvest in 2016-17, about 650 farmers made a profit of INR 8.7 lakh from the mango trade. Sources said the group had generated several business orders from different farms through their participation in a mango festival in Delhi and a fruit expo in Bhubaneswar.

After achieving success from their sales tie-up with Mother Dairy, the farmers of Mayurbhanj district have formed Mayurbhanj Fruits and Vegetable Farmers Produce Company (MFVFPC) that is being monitored by Deputy Director of District Horticulture unit. "Ignorant about the market price of mangoes, the poor farmers were exploited by traders from Uttar Pradesh, Bihar and Jharkhand. The scenario has changed now. Odisha Rural Development Marketing Society (ORMAS) assists the farmers in marketing their products," said District Supply and Marketing Society chief executive Kesab Jha.

Recently, Collector Vineet Bharadwaj visited major mango orchards in the district and collected information about production, market linkage, existing cold storages, packaging and grading of mangoes. He also interacted with mango growers. Several farmers have benefited from the steps taken by the district administration. The farmers said the demand was high for *langada*, *dussehri*, *mallika* and *amrapalli* varieties of mangoes. They are selling the fruit between INR 60 and INR 70 per kg. In 2013-2014, the total production of mango under MFVFPC group was 40 tonnes, which helped the farmers earn INR 8.72 lakh, with a profit margin of not less than INR 20,000. The profit margin went up from INR 50,000 to INR 140,000 between 2015 and 2016. The group turnover was INR 21 lakh, when production touched the 83 tonnes mark.

In 2016-17, the produce was reportedly poor. However, the group recorded a profit of INR 16 lakh from the mangoes. "This season, the group and its member farmers will earn good profit as around 20 tonnes have already been supplied to Mother Dairy, New Delhi," Jha added. Meanwhile, the district horticulture department is also extending support to the farmers by providing facilities of grading machine, pack house, cool chamber and ripening chamber for the fruit.

Source: *Sahu 2018*

Link to the video: *https://www.youtube.com/watch?v=vEZreQNOfek*

As a facilitator, if you are using this case to stimulate a reflective discussion on facilitation, the following questions might help. What lessons on facilitation can we draw from this case of linking farmers to markets?

1. Who facilitated this?
2. What challenges did they face and how were these addressed?
3. Role of different organisations.
4. What are the 'facilitation capacities' that need to be strengthened if EAS has to facilitate similar approaches (in other areas/other crops)?

Case 2: Harnessing indigenous knowledge for biodiversity conservation and food security promotion in Odisha

Traditional systems in the Koraput region are strongly linked to the local traditional communities. From their knowledge and practices, high biodiversity has been conserved through an in-situ conservation mode preserving endemic species. In spite of their invaluable ecological services, the local communities are part of the poorest in the country and the world. Food production is not always enough to satisfy all of their needs during the whole year. Being sustainable and integrated to its environment, the traditional farming systems of the local communities play a role in conserving the rich floristic diversity – of about 2500 species of flowering plants. Strongly linked as a cultural trait, sacred grove is an effective method for preserving plant genetic resources. It is a biological heritage as well as a social mechanism by which a forest patch is protected with a religious significance. Due to current threats to forest and agro-biodiversity, such as mining and deforestation, the recognition of this Globally Important Agricultural Heritage System plans to enable rural families to derive economic benefit from their past and present contributions to conservation of genetic resources. This would become part of the social valorization and integration of local communities (FAO n.d.).

The Food and Agriculture Organisation (FAO) of the United Nations has accorded the status of Globally Important Agricultural Heritage System (GIAHS) to the traditional agricultural system being practiced in the Koraput region of Odisha. The official announcement was made by the former Prime Minister of India, Manmohan Singh, during the inauguration of Indian Science Congress at Bhubaneswar. The Traditional Agriculture Koraput System is the first agricultural system in India that been recognised for its outstanding contribution to promoting food security, biodiversity, indigenous knowledge and cultural diversity for sustainable and equitable development. The recognition has come following a proposal submitted by the Chennai-based MS Swaminathan Research Foundation (MSSRF) to conserve these practices.

Route to rural prosperity

The proposal stated that the Koraput region in Odisha, with over 70 per cent poor tribal people, holds a significant genetic repository in the global context. As many as 79 plant angiosperms species and one gymnosperms species are endemic to the region. Despite the genetic richness, no significant initiative was taken to use this legacy to help the region overcome acute rural poverty. The MSSRF proposal said that the Foundation wanted to design a system to provide opportunities for developing an efficient people-centric, pro-nature, pro-poor and women-oriented programme in the region so as to usher in rural prosperity. The Koraput region situated in the Eastern Ghats is a highland plateau with a number of hills and hillocks. The tribal people have an indigenous knowledge system for their various agricultural practices. For example, they use their traditional knowledge to check viability of seeds before sowing, maintain soil fertility, and conserve the landraces (old seed strains which are farmer-selected in areas where subsistence agriculture prevails largely) of rice and other crops. The knowledge is transmitted from generation to generation by families. Jeypore area in the Koraput region has rich genetic resources of medicinal plants. The place has over 1,200 medicinal plants that are used for curing bone fracture, malaria, gastro-enteritis and other ailments. Likewise, Jeypore is also the place where many rice varieties originated; farmers in the area have conserved hundreds of rice varieties. Another important feature of their agricultural system is the tradition of maintaining sacred groves, which preserve plant genetic resources. Sacred groves are a biological heritage as well as a social mechanism through which forest patches are protected and treated as deities by the tribal people.

New status can help farmers gain patent rights

The biodiversity-conservation projects – already undertaken by MSSRF – include documentation and conservation of traditional knowledge through community biodiversity registers. The registers are now maintained by community biodiversity conservation corps drawn from among the primary conserver communities. The organisation is also taking different initiatives to help tribal farmers gain intellectual property rights over their agro-biodiversity. Under the project, the MSSRF also wants to establish a genetic heritage park. According to studies carried out by the Botanical Survey of India and the National Bureau of Plant Genetic Resources, Koraput region is a reservoir of rich floral diversity, comprising 2,500 species of flowering plants, angiosperms, gymnosperms and ferns. The agro-biodiversity recorded in the region includes 340 landraces of paddy, eight species of minor millets, nine species of pulses, five species of oil seeds, three species of fibrous plants, and seven species of vegetables.

Source: *Sood 2005*

Link to the video: https://youtu.be/aVq6ZRdqorY

This case could be used as an interesting example to illustrate the following:

1. What are the processes adopted by MSSRF in facilitating the tribal communities in obtaining recognition?
2. How have the different perspectives and view-points converged, etc.?
3. What lessons on facilitation can we draw from this case?

Case 3: FBA to overcome the last mile distribution gap of agricultural information and technology to small-scale farmers

Since its inception in the early 1980s, iDE (International Development Enterprises) in Bangladesh has maintained 'agriculture for entrepreneurs' as a focus, continuously refining its 'Farm Business Advisor' (FBA) micro-entrepreneur model, based on evolving local contexts. iDE has developed FBA to overcome the last mile distribution gap in delivery of agricultural information and technology to small-scale farmers. This has been achieved through a continuous positive feedback loop in rural communities that leverages user insights, product innovation, and business model design, integrated into a simple service model. In addition to meeting smallholder demand for hard-to-access quality farm products and services, FBAs also serve as alternative sources of agricultural extension. Although existing public service models are present for extension in Bangladesh's rural areas, the limited local government investment in extension does not cater to the needs of everyone; FBAs fill this gap.

Varied roles of FBAs

FBAs work on a commission basis, providing both inputs and aggregating products for sale to wholesale markets. FBAs are entrepreneurs who go door-to-door and field-to-field, supporting small-scale farmers to grow crops that can be sold for attractive returns. FBAs provide the essential last-mile market link for farmers located in remote areas, far away from commercial centres. FBAs visit the farmer's field directly, where they learn what challenges the farmer faces – problems such as lack of irrigation, poor soils, destructive pests, or difficulty getting crops to buyers. Together, the FBA and the farmer work out a strategy, which might include investing in new equipment, like drip irrigation or introducing higher-value crops into their annual agricultural cycle. They sell farmer inputs, such as seeds, fertilizers, drip irrigation kits, and other agricultural tools, earning a commission on each sale. FBAs keep in regular contact with their farmer clients in order to answer questions, solve problems, and ensure that investments are yielding the expected results. Consistent with a market facilitation approach, FBAs do not receive any financial support to start their businesses; support is limited to training, capacity building, mentoring, and building linkages with customers, traders and other market actors.

In addition to the sale of inputs and outputs, FBAs provide their farmer clients with context-specific market information and agricultural advice. This helps them retain customers, build trust, and provide a value-added service that traditional input retailers and traders do not. In order to reach the last mile, FBAs are shown how to engage with the private sector to facilitate informational sales and technical training sessions at the community level to promote new products to producer groups. These sessions place private sector actors, such as company sales representatives, in the role of facilitators at village-level sessions so as to deliver training on inputs and production practices as embedded product marketing to producer groups. These sessions are initially cost-shared with the private sector, with support gradually phased out until they are convinced of the value and are willing to assume 100 per cent of the costs. An additional success factor for FBAs is the incorporation of production planning into the suite of activities that are prepared with their smallholder clients. These organized planning sessions are a means to harmonize supply and demand between markets and producers, and allow the FBAs to coordinate the inputs they will sell, as well as determine volumes of product they will be able to aggregate and sell to buyers at harvest time.

Complementing the public extension system

The FBAs are not trying to replace public sector extension, but rather complementing it. FBAs typically maintain close contact with the local public sector extension agents and consult with them on problems that are beyond their own expertise. They also serve as an 'extension bridge' by introducing and linking the public agent to their farmer clients. Of all the iDE country FBA programmes, Bangladesh has hosted the largest and most diverse. Over the course of the last half decade, more than 1,000 FBAs have been trained and supported. The FBA model engages with public extension while providing support to FBA businesses through attending events and verifying technical advisory information.

Embracing the diversity of FBAs

Each FBA is truly a unique business, each having a different business plan to meet its specific challenges and needs. For example, some FBAs are school teachers during the day who spend their evenings selling agricultural inputs, seeds, fertiliser, pesticides, etc., another is a pharmacist who expanded his shop to include quality vegetable seeds. While this may seem daunting, iDE has embraced the diversity of the FBAs in Bangladesh and developed a methodology to support them based on the roles they play in their communities. FBAs self-select whether they provide input or output support (or both) to farmers. Some FBAs had pre-existing agri-businesses and used the training they received to expand their services and offerings. Others were lead farmers with existing associations or farmer groups.

Source: *Davis et al. 2019*

Questions for Discussion

1. How do Farm Business Advisors facilitate farmers in accessing varied services?
2. How are these capacities developed among FBAs by iDE?

Video resources

- Odisha tribals turn mango entrepreneurs (Duration 9.31 min)
  Link to the video: https://www.youtube.com/watch?v=vEZreQNOfek
- Theory of facilitation for development
  Link to the video: https://www.youtube.com/watch?v=xnom6JFF3j4
- The Tribal Communities of the Jeypore Tract of Orissa work to achieve sustainable livelihoods and food security through the promotion of agro-biodiversity conservation, genetic resource management, and environmental protection
  Link to the video: https://youtu.be/aVq6ZRdqorY
- The Battle against drought
  In 2016, 116 drought-stricken villages from three talukas in Maharashtra competed for the first edition of the Satyamev Jayate Water Cup. While the competition itself was a success, it had results beyond imagination that showed a transformation that could lead to a drought-free Maharashtra. Story of the first Water Cup. (Duration 43:15 min)
  Link to the video: https://www.paanifoundation.in/impact-stories/videos/

Tools

Tool 1

Welcome and warm up: Be participatory from the start. Ask early comers to help. There are often things to do – moving chairs and tables, tearing up paper, finding someone who can make equipment work. If there are more than, say, ten people taking part, organize early comers to welcome others and ask them to give themselves name tags. Go for a relaxed and friendly start. Try to be free and relaxed yourself. What happens in the welcome and at the start can set the tone for the rest of the meeting. Make late arrivals welcome. Ask others to brief them on what has happened so far and to help them in other ways.

Tool 2

Checklist for Starting: Keep a checklist handy for starting the meeting/process. Do things your own way, in whatever order makes sense to you. Welcome, administration and logistics expectations, hopes and fears, background and purpose, outline of the programme and/or process information – on documents, sources, videos, etc.

Expectations Hopes and Fears - To encourage participants to think about what they expect, and to inform you, ask them what their expectations, hopes and fears are.

Hopes to Learn and Contribute - Invite participants to write on cards what they hope to learn and what they have to contribute. Take serious note of what they hope to learn.

Objectives - It often helps to present or discuss objectives. Sometimes these have been outlined beforehand, in a notice or by letter. Sometimes objectives are best determined by the group.

Tool 3

Making Contracts: Four sorts of contracts can be negotiated for establishing norms of behaviour and conduct. They involve participants, which includes workshop participants, course members and students, and facilitators, which includes workshop facilitators, trainers, faculty, lecturers and teachers. As for participants, topics can include mutual help, restraining big talkers and helping the silent speak. Team contracts are good for fieldwork. Teams discuss and list their code of behaviour.

Tips: Codes are written up and displayed. Codes include how to deal with deviant behaviour. Between all – Participants and Facilitators – Each group can draw up norms and behaviour for the other, and then discuss and negotiate. Or they can alternate in proposing single points.

Tool 4

Participants' Code for Facilitators: Participants draw up a code for how they would like facilitators to behave. A neat reversal of power which sets a good precedent for participation.

Tips: Timing is a common issue. Some prefer to leave timing open-ended, especially in a workshop where sessions may go on well into the night. Others prefer stricter timing. Get a sense of how much flexibility is acceptable.

Source: *Chambers 2003 (Tool 1-4)*

Tool 5

Facilitators' Own Contract

A facilitators' team can have its own contract. An example drawn up by a team of four was:

- be direct but nice;
- meet each day at 8.30 pm;
- give honest and constructive feedback;
- be open to constructive criticism;
- if two facilitators agree that something is not going well, they should show a time-out sign to the active facilitator who should consult them when appropriate; add-ons to explanations given by the active facilitator are acceptable;
- punctuality;
- make use of different team strengths but also help others to learn your strengths.

Source: *John Gaventa and Heidi Attwood 1998*

Tool 6

Mapping

A splendid icebreaker, acceptable to even the stiffest group of senior bureaucrats. Draw and label, or imagine, a large map on the ground. Participants stand where they were born, and then move progressively to where they had (as applicable) primary, secondary and tertiary education, and then where their careers have taken them, ending where they are now. What is shown is usually striking, even startling, and of interest to all.

Tips and Options - Can be indoors or outdoors. If no map has been drawn, give North and South and the position of one or two big places. Tell people to adjust to those near them. This works perfectly well. If a map is drawn, use chalk on cement, white powder on grass, tape on a road or on rocks, or simply labels, stones or symbols for places.

Source: *Thelma Trench in Chambers 2003*

Exercises

Exercise 1

Case: Helping farmers to enhance their income through collective marketing in Odisha. Show a video/give the study and ask them to reflect on the following questions:

What lessonscan we draw from this case of LINKING FARMERS TO MARKETS about facilitation?

- Who facilitated this?
- What challenges had they faced and how were these addressed?
- Role of different organisations.
- What 'facilitation capacities' need to be strengthened if EAS has to facilitate similar approaches (in other areas/other crops)?

Divide the participants into groups and for each group select a rapporteur and a moderator. Ask them to discuss the above questions, and each group presents it in the plenary followed by a Question and Answer session.

Exercise 2

Role play exercise

Introduction - The idea of the game is that someone will facilitate the meeting in front of the group. This person will receive feedback, and then get a second chance. After we discover together what worked and did not work, the trainer will complement with some theory. The idea is to see how far we can get with our common sense.

Equipment required: Flipchart paper and pens

Steps:
1. Divide participants/trainees into groups of four.
2. Identify a facilitator from each group who will try to run the session.
3. Explain to the facilitator (away from the participants) the objective of the session (based on the scenario): find a solution or proposal to solve the identified key challenges/issues from the scenario.

1. *Role of the facilitator*

a. Gather the participants and ask them to share what they think are the key issues/challenges.
b. Discuss how to solve the major challenge identified.
c. Emphasize that the goal is an active contribution from everyone in the first few minutes. Think of an approach to get all participants to talk.
d. Assign the remaining three trainees to play as Rabikant, Braja and Maharnab. Give each one the printed role they have to play (see Box).

2. *Let the facilitator* gather his/her group members and give him/her 10 minutes to discuss with the group. During the session, use the cards below as needed. After 10 minutes stop the facilitators and gather all groups into the plenary.

3. *Discuss with the participants**:* Was the goal of getting active participation from everyone in the first few

Roles in the Group

The matter below can be printed and distributed to each participant to give them their roles for the exercise.

You are the facilitator. Gather the participants and try to identify the issues/challenges in the Koraput scenario. Discuss how to solve the major challenge identified.

Objective: Attain active contribution from everyone in the first few minutes. Think of an approach to get all participants to talk.

GROUP 1: You are Rabikant, the Silent Participant. You don't talk during the discussion. You just listen.

GROUP 2. You are Braja, the Talker Participant. Initially you are silent, then you suddenly talk continuously causing confusion in the discussion.

GROUP 3. You are Maharanab, the Confirming Participant. You don't say much, just repeats what the talker participant says. Confirming what he says.

minutes achieved? Did everybody participate? What worked well and what didn't? Ask how the facilitator could improve the responses. In the plenary, go through the facilitation tips. Let one or two people try to facilitate the same thing again with feedback from participants afterwards

4. *Debriefing:* What was different? What was the effect? Was the goal achieved?

Wrap-up -Discuss what went well/why, did not go well/why (e.g., not easy to facilitate discussions with different stakeholders);

What are the interpersonal skills required for effective facilitation?

Conclusion: Sometimes there are circumstances where not everyone responds. To encourage everybody's participation consider:

- Hierarchy solution: discuss in pairs first
- culture (go around with a simpler question first so that everybody speaks)

Source: *CDAIS 2017*

Exercise 3

Scenario Building exercise

Build scenario, imagine you are meeting with a group of small-scale farmers who produce a crop, say rice. It is a routine visit to this area. You have information of a new stress tolerant seed variety (STRV), (for example Bina dhan 11) that you would like to share with the farmers. You want to gather information on what has been happening since your last visit to see if the new seed variety could benefit them. You have already learned that it is important to know which questions to ask so you get the best information – to make a change.

Some examples of leading questions you could ask the group in the scenario above are:

- What do you hope to gain from this meeting?
- Are there any challenges you would like to share with the group?
- Are there any suggestions or changes you would like to share with the group?

Some examples of probing questions you might ask the group in the scenario above are:

- Are there any specific techniques you use that give you good yields?
- How has your crop production changed since changing seed varieties in the past?
- Is there anything you have changed recently in how you produce your crop?
- Has anything specific changed in the community since the last visit?

After explaining to the group how the new seed variety could be better than the current variety they are using, you can ask possibility questions. Examples of such questions are:

- Imagine you change seed varieties. How do you think you will benefit from this change?
- How do you imagine you can benefit from increased crop yields compared to what you are able to produce now?

Examples of probing questions are:

- What action do you need to take to start making a change?
- What opportunity will you find in this challenge if you could look back on this from the future?

Exercise 4

Post-/pre-session reflection exercise

1) What is facilitation?

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2) What are open-ended questions?

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3) List the six core facilitation competencies.

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Activities

Energizer 1

Are we together?

Every time you say "Are we together?" everyone responds with "Yes we are together!" and raise their hands. Do it a few times until they are loud, people love this and it has the added benefit of making them put their phones down.

Energizer 2

Good news

Trainer ask the participants to share something good that has happened lately to them. Group clapping in between participant answers is a good way to keep the momentum going and also to acknowledge the person's good news.

Energizer 3

Thunderstorm

Trainer starts by saying "Rain" while simultaneously drumming on a table or chair imitating the sound of rain. Instructs participants to do the same, slowly increasing the speed of the drumming/raining. Suddenly, when it's pouring rain, trainer slaps her hands together and shouts "Lightning!" multiple times for each hand clap. Participants are to do the same. Good, easy way to get everyone doing the same activity with some motion and sound stimulation. (You can translate 'rain' and 'lightning' into other languages that the participants speak.)

Source: *Chambers 2003 (Energizers 1-3)*

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Unit II:
Intrapersonal and Interpersonal Awareness

Objectives

- Learn how to diagnose with groups and what needs to be facilitated;
- Discuss how to be aware of your personality as a facilitator;
- Comprehend the different types of participants and various styles of facilitation;
- Understand how to use facilitation to resolve conflicts.

Introduction

For agricultural development to take place, change must happen not merely at the individual level, but at different levels, that is, at individual, group, organisational and societal levels. In this unit you will learn to apply some of the tools to start influencing change at the level of individuals, groups, organisations, and societies.

A focused group is not merely a collection of individuals. A group is an entity in itself. It is a living system with its own physical form, its own personality, its own potential and its own limitations. You are part of a group – a bit like an arm or a leg is part of a human body. While you are not joined physically, you are (or can become) joined emotionally, intuitively, intellectually, energetically and spiritually.

The comprehensive study of group dynamics is a complex task; yet it is not impossible. A facilitator needs to be aware of the:

- individual's need for autonomy;
- collective need for cooperation; and
- group as a whole system/organism with a particular culture and personality.

Individuals will have different requirements for privacy and disclosure depending on their personalities and cultural conditioning. Individuals will be at different places on their life journeys towards full autonomy and self-expression. In the case of women learners, there are some particular aspects that you, as a facilitator, need to keep in mind, for example, helping them develop their confidence and overcome their inhibitions. If you see that learning is not taking place as you thought it should, you need to facilitate the process by switching over to different modes of facilitation.

One key role of the facilitator is to identify the dynamics that develop when people interact with one another, and to help groups manage those dynamics (Schwarz 2017).

Discussion

Facilitating a group

Let's suppose the task of the group, consisting of women farmers, is to analyse the problems they face. There are chances that the group may, instead of discussing various problems, get stuck with the very first problem that was taken up. The group may get divided in favour of and against some point. In such a situation, time for discussion may soon be over and no useful reflection could have taken place. One would need to intervene in a friendly but firm manner and ensure that the task is completed. How can we do that? There are a number of ways to do so.

In participatory training, all of us learn from each other. Despite our best efforts in trying to make the group harmonious and homogenous, we will always find some learners trying to dominate others. As a facilitator, one should make a conscious effort to use skills and try to bring the learners onto the same level of understanding.

In order to facilitate this, it is important to understand what it is that needs to be facilitated.

Learning from the Myrada experience (Fernandez 2018) there are a few points to remember while working with groups:

- *Ensuring the participation of people in development interventions;*
- *Training staff so as to enhance their capacity in building poor people's institutions;*
- *Recognising that institutions can be double-edged swords – can resist change or promote change;*
- *Aligning people's institutions appropriately with the objectives that need to be achieved or resources to be managed – one model cannot manage all; and*
- *Respecting diversity in livelihood activities and factoring it into strategies.*

By and large, a group needs to be assisted in working collectively towards successfully accomplishing the task set out. All members need to cooperate for the continuation of the learning process. In the case of the above example, facilitating would involve making the group members aware that they are not allowing the learning to take place by sticking to one point only, and thus helping them progress further.

Whenever you give some task to the learner group, processes such as participation, communication, conflict resolution, decision making, problem solving and leadership to a greater or lesser extent determine the outcome of the group. What can we do to guide the course of these processes towards successful completion of the task? For instance, when the group members meet for the first time, some members may dominate the discussion while others may be quiet and indecisive about whether or not to speak. In such a situation, we can facilitate

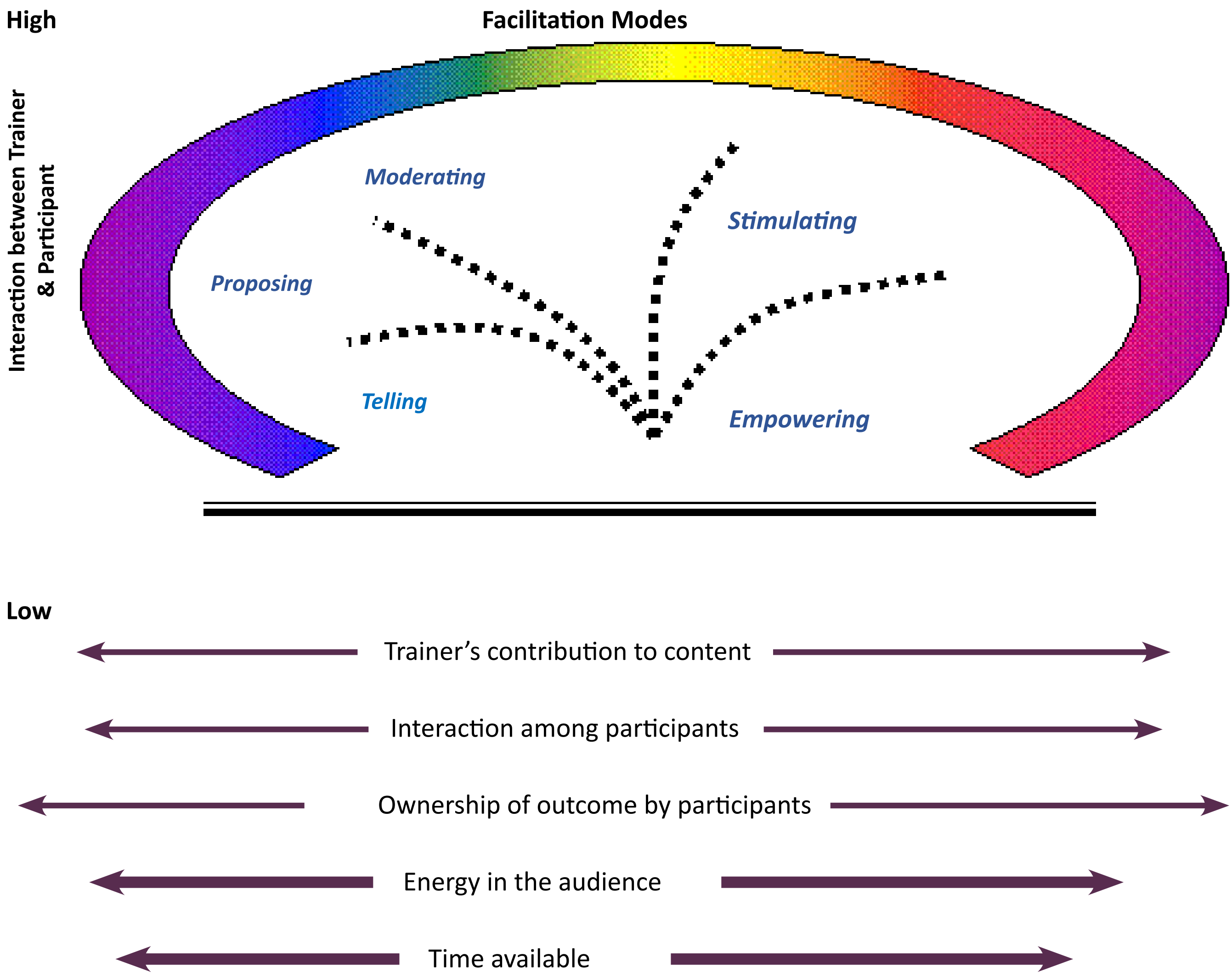

Figure 3: Facilitation Modes

Source: *Designed by Sabine Bhanot and Jerome L'Host, based on the ideas of John Townsend and Arthur D Little, in UN online learning series, 2018.*

participation by encouraging or coaxing members to speak and ensuring the participation of all members in the problem solving and decision-making process. Also, we may help them to resolve or avert conflicts and help in polishing their communication skills. As group members interact and work collectively, group dynamics would occur in the natural course of events. We need to ensure that group dynamics such as inclusion, influence, intimacy and performance are channelized positively, and not allowed to hinder the accomplishment of the task (IGNOU 2017b).

Members of a group do not automatically and immediately achieve rapport and smoothly proceed to accomplish the group task. Many stages are usually involved. The group members will need help to proceed from one stage to another, so that they can open up and frankly discuss the issues. However, this would take place only when the group members start to feel comfortable with each other and trust is built within the group. For example, in the case of women farmers trying to discuss their problems, if the biggest problem they face is mobility due to household and social norms, it would take them a while to recognize this as a problem.

All of the above processes should lead to the accomplishment of the task. In the above example, it would mean that the members are able to understand, critically discuss, and analyse women's problems.

Telling *means transmitting information rapidly;*

Proposing *means selling an idea;*

Moderating *means encouraging productive conversations;*

Stimulating *means encouraging a richly creative environment;*

Empowering *means enabling the group to manage itself;*

The ***interactive style of facilitation*** *focuses on the actions of the learner i.e., the behaviour of the learner;*

In the ***inclusive style of facilitation*** *focus is on change in action or behavior at the group level;*

In ***intrusive style of facilitation*** *diagnosis of the problem shows that it is at the individual level and the focus of change is on the level of awareness;*

In the ***interpretative style of facilitation*** *diagnosis of the problem shows that it is at the group level and the focus of change is on the level of awareness.*

Source: *UN online Training 2018; IGNOU 2017a*

Preparing for Facilitation

Before we can effectively facilitate, we need clarity on some aspects such as (Schwarz 2017):

1. Diagnosis: understand what is happening in the group;
2. Being aware of your own personality as a facilitator/ trainer;
3. Styles of facilitation: know how to facilitate.

Remember, whatever the background of the learners, some dynamics do take place in each learner group. We must understand these dynamics. For example, one member may be trying to impress the group members by going on about the work which she has done. She is not only talking about what is irrelevant but is also not allowing other members to express their views in the context of the group task. Groups of learners vary in terms of the nature of their tasks, their composition and in the problems that come up. How you facilitate would depend upon your understanding of the situation.

> *"Follow effective action with quiet reflection. From the quiet reflection will come even more effective action."*
>
> **Peter Drucker**

1. Diagnosis

The process of understanding what is happening in the group may be called **diagnosis**. It is an essential skill to develop. You can proceed further to remove the problem only after you have diagnosed what it is that is going wrong. Diagnosis includes understanding the causes, after looking for clues within the group, for example communication patterns. Clues can also be found outside the group, for example in the past relationship between members. Let us look at a couple of examples (Box 3) to understand this aspect better.

The facilitator needs to guide farmers in the best use of their resources through investigation and diagnosis of problems identified by them through extension support. Group facilitation is moment-by-moment awareness, being awake and in action. A group facilitator needs:

- Self-awareness (being with yourself);
- Awareness of others (being with others);
- Commitment to the group fulfilling its purpose.

Box 3: A few examples of Diagnosis

Problem 1: Everyone does not participate or show interest, and a few remain silent.

Possible causes:

- The goal or task is not relevant for everyone.
- Some members are insecure.
- Some members are dominating on the basis of caste, class, education or gender.

Problem 2: Members of the group stick to their conflicting points of view,

slowing down or preventing progress or decision-making.

Possible causes:

- Existence of differing value systems which are more important than the group task at hand.
- Existence of differences/conflicts between the individuals that were probably there even before the group was formed.

Source: *CDAIS 2017*

"PRADAN believes in effective facilitation with women of pro-poor communities through social mobilisation as the starting point, organising 'dialogue' with them through a reciprocal engagement or mutual enrichment by being punctual and helping demystify technologies. It has been able to achieve this by building personal competencies of its personnel through a rigorous process of 'Developmental Apprenticeship', a year-long process whereby it recruits young, motivated people and grooms them to become effective facilitators so that the communities, especially poor women from marginalised communities are able to raise their voice and access services."

Ajit Naik, PRADAN, ToT, 10 January 2020, IMAGE, Bhubaneswar

We must know how to behave in a particular learning situation, in order to promote learning. Depending on what we diagnose as the factor(s) preventing the group from progressing further, we may bring the group back to the task by intervening through any of the simple means of facilitation, which include:

- encouraging learners;
- bringing the conversation back to the point;
- mediating and peace keeping in case it is needed;
- maintaining order (not police order of course);
- helping the group to accomplish the task; and
- politely requesting the learners to be part of the larger group.

But then, in some cases, these simple means of facilitating alone are not enough. We have to look deeper and understand clearly the unconscious processes and the levels of awareness among the members of the group. For example, it may happen that two members, with their continued confrontation, are disrupting the proceedings and despite your requesting them repeatedly, are not ready to compromise and are not allowing the group task to be accomplished. This can happen because of many reasons. Depending upon your grasp of the situation, you may choose to adopt a particular style of facilitation. Prior to that let us try to understand the various styles of participants and the effective facilitator response (Table 6).

Table 6: Type of participants, characteristics and effective response

Type of participants	**Characteristics/Traits**	**Effective response**
Know it all	Dominant, highly verbal, is the first to answer all your questions, has additional questions and comments (sometimes off topic).	Ask closed questions, don't answer directly on his /her comments, use the 'parking space'. When one person is over participating, everyone else is under participating. So, focus your efforts on the passive majority. Encourage them to participate more. Trying to change the dominant person merely gives that person all the more attention.
Talkative	Highly verbal, speaks fast, goes round and round and does not make the point, very enthusiastic, strident, and sometimes repetitive.	Give a hint: may be the person is unaware of his/her behaviour. Ask (nicely) to get to the point, or to summarise, ask closed questions. People repeat themselves because they do not feel heard. Summarise the person's point of view until s/he feels understood.
Slow	Reads the information several times, does not seem to understand what s(he) needs to do. Talks slowly, takes time to do tasks.	Ask for their opinion, motivate them to share experiences (instead of knowledge). Try not to make the person feel inadequate, check emotions and faces. Create a safe space where they can ask you or their colleagues questions. Remember, to harness diversity, even of tempo.
Shy	Does not want to be the centre of attention, is insecure and/or introvert.	Gently invite them out of their comfort zone. Ask easy and direct questions. Boost confidence interact with the person in the break to create a connection. Alternate plenary discussions with small group tasks (where this person feels more comfortable).
Sneaky	Makes fun of the facilitator and other participants, speaks loud opinions in the most inappropriate moments, uses negative facial expressions or innocently smiles without offending.	Stay calm and focused, while making reference to the ground rules (don't forget to set them in the beginning of their activities!) in telling them that behaviour has limits. Give less direct answers and pass his/her questions to the group. If it is really bad, then call for a break and talk to the person one-on–one.
Complaining	Has negative attitude towards topic, exercises, participants, just about everything. Is quite challenging and has many objections.	Stay calm and focused; pass their comments to the group, reformulate in a constructive way by acknowledging receipt of the question or objection. Offer to talk about any possible issue during the break. Integrate into your planned activities an exercise where the participants are invited to find positive things.

Source: *UN Online Training 2018*

2. Being aware of your personality as a facilitator

Before we come to the actual facilitation, we must look into our own personality, try to objectively assess how we come across. Attempting to be bossy will influence our success in building a partner relationship with the learner group. Thus, we'll need to tone down that attitude. In the case of women (and men for that matter), their own personality does influence how they behave and react, and this is true even when they are acting as facilitators. In order to be effective facilitators, we need to be aware of our strengths and weaknesses in order to optimally handle the dynamic learning situation and do our best to achieve the set objectives.

Self-exploration is a tool to find out what is valuable to us, our relationships, our participation with the things around us. Therefore, it is a process of dialogue between *what you are* and *what you want to be*, a process of self-evolution through self-investigation, a process of knowing oneself and through that knowing the entire existence. Self-exploration is exploring two fundamental questions:

- what is our basic aspiration? and
- the programme to fulfil this basic aspiration.

The self-exploration process involves firstly, verifying on the basis of natural acceptance, and secondly, validating experientially by living accordingly. When the proposal is verified on both the bases, it leads to realization and understanding. Understanding is assuring, satisfying and universal with respect to time, space, and individual. Natural acceptance does not change with time, individual or place.

Taking responsibility for your own development

-you are the only one who can make changes to your situation;

-do not force people to accept change that they are not comfortable with;

-visualization, demonstration, method, and result demonstrations or field days can give them practical examples of the change you are trying to bring about.

Source: *Schwarz 2017*

3. Styles of Facilitation

Styles of facilitation or mode of facilitation means the way you intervene when learning is not taking place in the desired direction. Remember, as a facilitator, you need to adopt a style of facilitation that is suited to:

- your diagnosis i.e., your understanding of the situation (Case 4's diagnosis shows depletion of groundwater);
- the objective of the change (action/awareness - Case 4 shows sensitization of farmers to groundwater depletion as an action); and
- the focus of the change (group/individual - pooling bore wells that is collective action in Case 4).

In this context, you will find that there are changes that take place in the individuals in a group and the changes that the group goes through as a whole. Further, changes essentially can occur at two levels:

- at the awareness level (among individuals of the group or the group as a whole); or
- at the action level (among individuals of the group or the group as a whole).

Case 6 also elucidates the series of actions that need to go together for change to take place.

Styles of facilitation vary in the context of the underlying change processes. These maybe (IGNOU 2017a):

- Action by an individual (in a group) – **Interactive Style**;
- Action by a group as a whole – **Inclusive Style**;
- Awareness of a group as a whole – **Interpretative Style**;
- Awareness of an individual (in a group) – **Intrusive Style**.

Interactive Style

If your diagnosis indicates that the problem is at the individual level, your facilitation would obviously be individual centred. The interactive mode of facilitation focuses on the actions of the learner i.e., the behaviour of the learner. Remember, it is basically educative, and change in the behaviour of the individual is sought to be brought about by providing support and encouragement. For example, suppose that one woman is not taking part in any group learning. You find that she understands but hesitates to share because of her low self-concept. The facilitator's intervention focused on behavioural change in an individual member. In this mode, you as a facilitator should encourage the members to experiment with new behaviours by creating favourable conditions such as openness, support, confrontation, restatement, suggestion and request. When doing so, you have primarily played the role of a helper. Then there is a '*policing*' or '*disciplining*' role which you will play, which will address itself to issues that are process related. Examples of this are encouraging members to listen to each other, seek clarification from each other, and focus discussion on the issue, inviting participation from silent/quiet members, etc.

Inclusive style

You, as a facilitator, may find that some problems have cropped up in the group, and the focus has to change in action or behaviour of the group. In such a

case, you as the facilitator, will need to deliberately include yourself as a member of the group and provide model behaviour that the group could adopt. This is the inclusive style of facilitation. You need to be careful that you don't consciously include your own feelings. When you are facilitating and adopting this style, remember that you are doing it as an ordinary person with your own values, feelings, needs, opinions and also weaknesses. This openness will help you to establish the necessary rapport, i.e., gain the members' acceptance and succeed in your task of facilitation.

Interpretative Style

As a facilitator you may feel that the group doesn't have the level of awareness that you expected. In that case you could play the role of an outsider. Analyse the problem objectively and then present your findings absolutely impersonally to the entire group. This style is known as the interpretative style of facilitation. This mode of facilitation has been very effectively and exclusively used for group facilitation. It consists of interventions made by you as a facilitator at the group level. It may be in the form of some factual information provided. For instance, when the group is discussing a situation or a case study, you may feel that the group members are not aware of, say, the legal rights of the women involved in the situation. In that case, you may choose to provide that information. However, basically, this style assumes that changes in the group will occur when members of a group are aware of what is happening to the group as a whole. This is very effective for dealing with issues of group dynamics and gender issues and can be effectively used in the early stages of group development so as to strengthen the group building processes.

The group level focus does not, however, recognize or deal with individuals and individual differences in the group. Members tend to experience a sense of anonymity in the process. Since the facilitation style is merely interpretative, you as a facilitator do not make an attempt at experimentation with new behaviour by the members. This style does not leave the group members feeling threatened. However, some members may feel irritated because they were so engrossed in the process. Some feel agitated because what was not visible is becoming visible. Others feel relieved, since the tension in the air is released finally. Did you notice that in this style of facilitation you did not play a supportive role for initiating any action or validating any action either? However, to ensure that paralysis in group action does not occur, other styles of facilitation would have to be used to address individual issues as well.

Intrusive Style

As a facilitator, you would adopt this style if you have diagnosed that the problem is with the individual, and the focus of the change needs to be at the level of awareness. You have to be sure that the individual is interested in learning about herself; that she wants to be aware of her true self. You may present the facts you have observed, and what they could possibly indicate about the particular individual. Remember that you have deliberately done it, so there should not be any hesitation about it. You must do this absolutely impersonally. This kind of facilitation is known as the intrusive style of facilitation. The intrusive mode essentially believes in raising the awareness of an individual in a group as a basis for change. This style is characterized by the intentional intrusion of the facilitator into the life of the learner so as to bring her to an awareness of the subconscious elements within her.

Adults often need to unlearn, in order to learn something new. This 'unlearning' can be a very painful and difficult experience. Some adults may not be aware of the blocks that exist within them, which do not allow them to look at a phenomenon happening within them, critically. It is thus your responsibility as a facilitator to bring to the attention of the participant what is happening within her at a given moment of time in group interaction. Thus, by this intervention, you are articulating what the participant is feeling or thinking and is not able to say or express.

Intrusive intervention brings a revelation to the individual. In this style, reflection by the learners sometimes continues to take place even after the facilitation is over. Remember, the intrusive style can be irritating and painful to the learner at times. Several questions must have arisen in your mind:

- Won't the learner feel alienated?
- Won't the group develop negative feelings about the learner?
- Won't she feel humiliated by the facilitator?
- Doesn't this style of facilitation give you, as the facilitator, an opportunity to give vent to your negative feelings towards a particular individual under the guise of facilitation?

All these questions are very pertinent and the degree of intrusion will depend upon the situation, the learner, and the issue. It may be gentle and light at times, very strong and powerful at other times. The most important thing to be kept in mind is that it must be used for learning, and then only will intervention become meaningful. Therefore, if you are using this style of facilitation you must build up sufficient rapport with the learners, and norms of trust, openness and mutual learning must be established between you and the learners.

It is also important for you to see that there must be some amount of group cohesion, sensitivity to deal with individuals, and support for each other for learning among the learners. Your intention is not to control an individual and make decisions for her; rather you pose a challenge to the learner to enable her to decide for herself. Of course, you have taken a risk. The learner may feel snubbed and may not participate in further discussion, which you will have to then correct. Or it may happen that one learner may move ahead, but for others learning may be blocked. Therefore, you have to be sensitive and aware of each learner's personality in the group. Through this process there are chances of intruding into the learner's life space and bringing about a lasting change. That would be a great achievement for a facilitator.

Facilitation styles do not always exist in a pure form. They are complementary to each other and may need to be used sequentially if the process is stuck and needs to move ahead. If there is a team of facilitators, each can complement the other by using a different style. Normally, as facilitators, we tend to prefer certain styles exclusively and feel comfortable using the same, time and again. But that alone should not determine what intervention to use. We must develop an ability to use all the styles, if we are to be true to the process, and use the style most appropriate for the situation.

Tips for facilitation

You, as the facilitator, would need to remember that the facilitation style depends upon the focus of change. However, by now you are probably wondering how to diagnose the problems of the group, or of individual members in it.

How can you find out whether it is at the awareness level or the behaviour level? All this comes from experience, and the more you practice as a facilitator, the better you are likely to get at diagnosing and facilitating, especially with respect to interpretative and inclusive styles of facilitation. Do keep in mind that the facilitator must avoid taking an authoritarian or moral stand during facilitation.

Source: *IGNOU 2017a*

Myrada imparted social entrepreneurial skills to its staff and built the capacity of poor people's institutions. Such training was necessary as the management graduates they hire do not possess the skills and attitudes required to change society. Myrada embarked on various Development Professionals Training Programmes (DPTP) for its staff. It adopted a novel approach of training 50 to 60 of their staff in one go rather than deputing one or two staff members to other organizations' training programmes. Most of the training was done in the field (field school) so as to enable the trainees to live and work beside the people and to share their field experiences. After completion of training the staff were advised to practice the skills thus acquired in their day-to-day work.

Source: *Fernandez 2018*

Using facilitation to resolve conflicts

Respect is very important in situations where there can be conflict. People who respect each other will value one another's opinions and be more open to changing their own opinions if it is for the benefit of the whole. There can be conflict when people feel that their opinions are not respected, and they are not being heard. Good communication is important for managing conflict. Information should be shared in a way that everyone understands so that there can be no misinterpretation. Conflict can arise when there is a misunderstanding and people feel angry or frustrated.

Strategy 1: Pinpoint conflicts

- Identify the specific points of conflict. One way to do this is to first identify what is similar about the views and then what is different.
- List the similarities and the differences on a flip chart.
- Showing people that they do not see everything differently helps them approach the conflict more analytically and less negatively.

Strategy 2: Identify options for handling conflicts.

Differentiate conflicts that must be resolved from those that are less critical. Keep in mind that there are several ways to handle conflict, as illustrated below (Figure 4).

It is sometimes helpful to remind the group of alternative ways to handle conflict and then to ask the conflicting parties or individuals involved in a conflict which method seems the most appropriate in their particular case (example on conflict resolution presented in Case 5).

Strategy 3: Point out the positive aspects of conflict.

If you wish, share with the group some of the benefits of conflict:

- understanding and respect;
- real dialogue and sharing;
- feelings aired out;
- increased energy and motivation;
- increased self-awareness;
- creativity;
- new ways of doing things;
- appreciation for differences and diversity;
- opportunity to change bothersome things.

Strategy 4: Differentiate positions from interests.

Encourage members to focus on their interests rather than on their positions. A position is a specific solution, strategy, or alternative — a way of doing something. Positions are specific solutions that a person puts forward to meet a need or an interest; they answer the question, "What do I want?" An interest is a need or desire that a person wants satisfied. Interests answer the question "Why do I want that?"

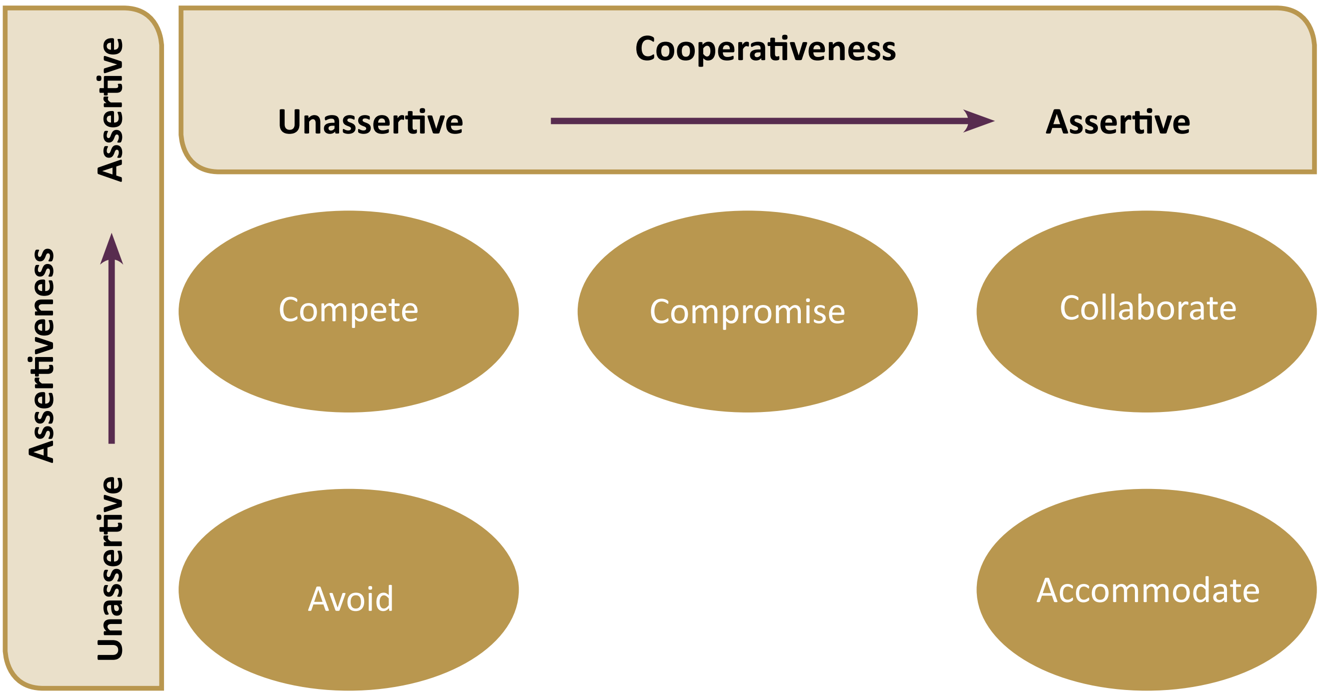

Figure 4: Ways to handle conflict

*(**Source:** Justice et al. 2012)*

Strategy 5: Use the 'and' test to see if the two views are totally incompatible.

Have members determine if the conflict is irreconcilable. Take the two positions that seem in conflict and link them into a compound sentence using the conjunctive 'and'. For example: "We should hire a representative who focuses on high-tech agri-business *and* we have to cut our department budget by 25% to conform to the President's edict." The group then brainstorms alternatives to decide if the two views are indeed incompatible.

Strategy 6: Point out the negative consequences of failing to deal with significant conflicts.

Make sure members understand how important conflict resolution is. Conflicts, when not dealt with, can lead to major problems. This activity involves the process of reaching a satisfactory compromise or agreement between individuals or groups.

> For instance, conflicts between farmers and fishermen over dry season water are a common feature in the floodplains of Bangladesh. Through a series of workshops, a project on Integrated Floodplain Management arrived at a consensus between the two parties, ultimately using technological and institutional options to maximise floodplain productivity. The project engaged with policy makers to formulate more equitable policies related to the lease of water bodies and dealt with legal challenges. The project worked closely with the Society for Water Resources Management (SWRM) — a federation of water management community-based organisations (CBOs) to influence policies, and it partnered with Bangladesh Environmental Lawyers Association (BELA), to deal with legal challenges. BELA advises and supports CBOs but also mediates between the CBOs and the rural elite towards reaching some sort of resolution outside the courts.
>
> *Source: Sulaiman et al. 2010*

Strategy 7: Surfacing value differences.

Help members understand the importance of surfacing value differences. Some conflicts originate from serious differences in the parties' values.

The facilitator needs to keep an ear tuned to conflicts as they emerge, and to assess whether the conflicts are largely rooted in value differences. The process of making known value conflicts is inevitably uncomfortable and will be resisted by any group member who leans too heavily toward the 'We're one big, happy family' mindset. Yet, if value differences do not surface, members may misinterpret one another's views, with the conflict-escalation cycle moving into full force, hampering the group's chances at succeeding. When differences are perceived within a context of respect and appreciation for diversity, members can better understand one another's actions, and a blindly heated discussion can be transformed into real dialogue. To facilitate such dialogues, encourage members to stop attacking one another's values and to shift to understanding the value culture of others. It is only with this mutual understanding of value differences that the path can be cleared to find some common ground for action.

Conclusion

With more and more challenges in agriculture that need communities to come together for resolution, EAS have to initiate and strengthen collective action at the community and organisational level. Facilitation, especially managing conflicts among members of the community, enhancing group cohesion and trust among the members, and developing community leadership etc., are all critical competencies that EAS personnel should definitely have. Conflicts often stem from competition for land and natural resources, such as water, poverty, lack of employment, and opportunities for a better future, misunderstanding among members, and also when people feel that their opinions are not respected. Diagnosis of the source(s) of conflicts and using varied facilitation styles by EAS personnel are therefore critical in promoting agricultural development.

Cases

Case 4: Farmers in Telangana share water for manifold returns

Within a span of three years, Chellapur village of Mahbubnagar district doubled its Kharif produce, and tripled its fodder production per year. The land under irrigation doubled too. All the farmers on a stretch of 48 acres gained access to assured water supply, going far to mitigate the stress of dry spells.

A groundwater sharing experiment was carried out in Chellapur village of Mahbubnagar district over a stretch of 48 acres of farmlands; an agglomerate of lands owned by five farmers independently. The experiment was part of Andhra Pradesh Drought Adaption Initiatives (APDAI – Karuvu Kavacham); a pilot project supported by the Government of Andhra Pradesh and World Bank, implemented in two phases from 2006 to 2009. The project was implemented in five mandals (Kosgi, Daulatabad and Bommaraspet in Mahbubnagar district and Gandlapenta and Nallacheruvu in Anantapur district). The Commissionerate of Rural Development, Society for Elimination of Rural Poverty, Mandal Mahila Samakhyas and WASSAN were partners in the initiative. WASSAN was the Lead Technical Agency who provided strategic and design inputs.

The project began with sensitizing the farmers about the perils of groundwater depletion. After the analysis by the lead technical agency, a discussion was conducted with farmers to chalk out the plan for pooling bore wells. A rainfed patch of 45 acres, dotted with five bore wells was selected for the experiment. A pumping test for water adequacy and water quality analysis was carried out to assess the suitability of pooling water from the selected bore wells. Farmers from the village were taken to an exposure visit to the ‘Social Regulation Project’ of the Centre for World Solidarity and the ‘Andhra Pradesh Farmer Managed Groundwater System’ project in Anantapur where groundwater issues were successfully addressed in a similar fashion.

For subsequent batches from other districts, Chellapur became a centre for learning the technique. This happened particularly because of the memorandum signed between WASSAN and participating farmers to not dig any new bore wells in the selected area for at least the next 10 years. A common interest group (kind of a farmers' collective) took responsibility for crop planning based on the availability of groundwater. The participating farmers reduced the area under paddy or avoided it totally, especially during the summer season. But most important was the agreement to share water even with the farmers who do not own a bore well (in the selected area), especially to protect their crops from dry spells during Kharif sowing season. As a result, irrigated area in the village doubled. About 12 acres (40 per cent) of the Kharif crop was given protective irrigation that led to a 240 per cent increase in grain production. The fodder production increased three times (358 per cent increase in total), and the farmers started growing three new crops that contributed to crop diversity in the area. Due to sharing of bore wells, and keeping one of them at rest each day, about 25% of pumping hours were saved. Also, the water extraction came within the safe yield limits as indicated in a field study conducted by the Advanced Centre for Water Resources Development and Management (ACWADAM), a Pune-based think tank.

Link to the source: *http://www.rainfedindia.org/wp-content/uploads/2019/02/Water.pdf*

Case 5: Jurisdiction vs. Equity, in Gujarat, India: case on conflict resolution

This case describes a situation in which two villages, Pingot and Jambuda, agreed to cooperate on developing a forest area that was allocated to one of them under Joint Forest Management (JFM). However, the distribution of the benefits created a conflict. A third party, an NGO involved in promoting JFM in Pingot village, was involved in facilitating a settlement.

Pingot village was involved in JFM on a large area of public wasteland from 1986. Jambuda, the neighbouring village, had a larger population, many of whom were landless families, and little public land on which they could undertake JFM. Thus, Jambuda sought employment in Pingot to afforest the public lands. In May of 1992, when some of the trees that they had planted were ready for harvesting, Jambuda villagers informed the Deputy Conservator of Forests (DCF), requesting permission to harvest them and make the benefits available to the villagers. The Department granted permission to Pingot rather than Jambuda. This created a situation of conflict, because the Jambuda villagers believed that their agreement with Pingot gave them rights to benefits as well.

Since the Forest Department officer was uncertain whether it was legally possible for the villagers from Jambuda to protect forests and benefit from their protection when the forest land was situated in another village, it was recommended that Jambuda discuss the matter directly with Pingot. The villagers of Pingot stated that there would be joint sharing of the benefits since the protection activities were also shared. This resulted in a conflict over who had protected the forest and for how long, putting into question how the benefits should be shared.

The third party, the NGO, assisted in coordinating the negotiations between the two villages. This proved to be difficult because of the destruction of neighbouring forest areas, the lack of trust, and the attempts, made by both villages, to increase their bargaining power. The NGO threatened to remove its support, which finally prompted the two villages to meet with the NGO and the Range Forest Officer (RFO) to negotiate a settlement.

During the negotiations, in July 1995, both parties presented their views, and when a settlement was not reached, the RFO decided on an appropriate distribution, and presented it to the two parties, and the settlement was signed immediately. The question that arose from this case was what authority does the government have concerning an agreement made between two villages. Another factor that came out of this case was the time involved for receiving information on the appropriate procedure from the government and to reach a settlement, and the impact the duration of the conflict has on the benefits (harvestable trees that were deteriorating with age). As JFM becomes more popular, the question of how much forest area is required for a village to meet its needs begins to surface, especially when there is a conflict like the one documented here, occurs.

This programme demonstrates the problems inherent in attempts to build on customary rights and practices, particularly in those cases where these practices are not compatible with the objectives of the programmes, e.g., in terms of equity or sustainability. In terms of the overview of conflicts in the above case, the most common conflicts in these efforts relate to territorial conflicts (different groups claiming the same area/resources) and institutional conflicts (between villagers and `outsiders', and among `outsiders', including those between the Forest Department and the NGO).

Source: *Shah 1995*

Case 6: Krishi Jyoti Project building capacities of the farming community through diagnosis and developmental interventions

The Meos residing in Nuh district of Haryana and parts of Alwar in Rajasthan are imprisoned in a vicious cycle of poverty owing to their ethnicity, location, and ignorance. Agriculture continues to be their major livelihood option despite the fact that the region is marked by very harsh climatic conditions, and agriculture continues to be a non-remunerative occupation.

Diagnosis:

1. The reason for under-development of the region primarily lies in its acute water scarcity, and whatever groundwater is available is highly saline, almost on par with sea water.

2. Increasing family size with every generation, coupled with cultural traditions involving marriage and inheritance, has led to ever-smaller landholdings and decreasing agricultural profits. Agriculture being a seasonal activity, seasonal unemployment is high in the region. Despite such adversities, most of the population continues to be involved in agriculture because the region has not attained much development and industrialization, and therefore fails to offer alternate livelihood opportunities.

3. Out-migration is low as education and skill levels are deficient. With limited availability of resources for agriculture for an ever-growing population, the only alternative to attain food security is to increase productivity.

Interventions:

The SM Sehgal Foundation (Sehgal Foundation), a public, charitable trust registered in India works to achieve positive social, economic and environmental change across rural India. The foundation has been working in Nuh district of Haryana since 1999. The agricultural intervention programme 'Krishi Jyoti' focuses mainly on building capacities of the farming community by disseminating agricultural technologies and timely information to Panchayat members and other interest groups, through workshops, trainings, and exposure visits.

Krishi Jyoti is a joint corporate social responsibility initiative that encompasses agricultural development, water management and school renovation. Krishi Jyoti's aim is to advance livelihoods of small and marginal farmers through improved focus on soil health, agricultural inputs and agricultural expertise. Over the three-year project period, the technical team from Sehgal Foundation helped build farmers' capacities and ensured that they continue to use appropriate and productive farming practices beyond the project period. The project provided a customized package of practices to farmers to enhance crop productivity and correspondingly agricultural income. Efforts were also made to educate small and marginal farmers on balanced crop nutrition so as to enhance productivity of cereal crops and vegetables. Water irrigation techniques, such as drip and sprinkler, to reduce water pressure on fast depleting fresh water aquifers were introduced. Under the project, rainwater harvesting structures, such as check dams that would enhance groundwater recharge, were also constructed.

Ever since its inception, Krishi Jyoti has expanded to 21 villages and has directly benefited approximately 1289 farm families. Some of the specific interventions included:

Soil testing: Soil samples from project villages were sent to an accredited soil testing laboratory for analysis. This soil analysis helped in designing the package of practices after assessing levels of micronutrients in the soil.

Farmers' trainings: At the start of the programme trainings are imparted to farmers during which farmers are given information about the role, quantity, and timely application of each of the macro and micro soil nutrients, irrigation requirements, and they are also advised on pest attacks. The community is motivated to adopt changes in agricultural practices through individual contacts, farmer meetings, trainings, expert visits, and readily-available advice. On- and off-farm trainings are imparted to the participating farmers on new agricultural techniques for the following crops: millet, mustard, wheat, cotton and vegetables. Around 2000 farmers are getting trained each year under the Krishi Jyoti Project.

Farmers' meetings: educate and motivate farmers to participate actively in project activities. A door-to-door survey is also conducted in the new villages to gather information about landholding. Solely in 2017, 38 farmers' meetings were conducted wherein 1382 farmers participated. To sensitize and increase adoption of the package of practices, Field Days are also organized so that they can observe first hand, differences in crops between a demonstration plot and a control plot. Also in 2017, 45 Field Days were conducted in which 1791 farmers participated. Krishi Jyoti demonstrations use one-acre sections from local farmers' fields. Seeds of high-yielding varieties/hybrids are sown in the entire one-acre plot. Half the plot is cultivated using the complete suite of practices formulated by experts from Krishi Jyoti, while the other half is cultivated with traditional practices. This helps farmers to directly compare results between modern and traditional farming practices, i.e., with and without soil nutrients. Around 2448 demonstrations were conducted for Kharif and Rabi crops (pearl millet, cotton, onion, mustard and wheat) in the year 2016-17.

Promoting water conservation measures: a) Water augmentation: Improving the groundwater table through construction of check dams; b) Water conservation: Encouraging farmers on the use of micro-irrigation through sprinklers and drip irrigation, and laser levelling.

Formation of VDCs: For maintaining sustainability of structures built under the project, like check dams, the project formed Village Development Committees (VDCs) which put villagers into leadership roles that make them responsible for the operation and maintenance of these structures. Community contribution is collected to create a feeling of ownership among beneficiary communities. These contributions are channelized into maintenance funds managed by VDC members.

Organizing Kisan Sammelans: to create awareness among farmers about new technologies, and to check if the programme interventions are being sustained in the project villages in all items - agriculture, check dams and schools. Participating farmers also obtain insights on project interventions. Progressive farmers are given a certificate acknowledging their participation in the project, and are given an opportunity to share their stories that serve as a motivation for other farmers who get to know more about newer farming methods.

Felicitation of Champion Farmers: The award, consisting of manually-operated sprayers and 'Certificates of Recognition', are aimed at inspiring farmers to adopt modern agricultural practices so as to improve farm income. Other stakeholders, especially farmers and teachers who play lead roles in check dam construction, school renovation projects and community mobilization, are also felicitated.

Impact: A third-party impact assessment has revealed that the overall rates of adoption of micronutrients for pearl millet, mustard, and wheat, has increased and is being sustained even two years after project completion. For onion and cotton, adoption rates were 100 per cent and all the farmers covered during the survey were using potassium-magnesium and zinc with urea and DAP. The assessment showed improved productivity for those farmers who had adopted Krishi Jyoti practices as compared to those who hadn't. A comparison with control villages during the assessment survey showed a significant difference in productivity levels. Further improvement in productivity is predicted with greater focus on improved water management practices.

Source: *Radhakrishnan and Saxena 2018*

Tools

Tool 1

Journal writing

A learning journal is a tool of self–discovery, it can keep a record of your own learning.

A learning journal is a collection of notes, observations, thoughts and other relevant materials built up over a period of time and maybe the result of a period of study, learning and/or work experience. Its purpose is to enhance your learning through the process of writing and thinking about your learning experiences. Your learning journal is personal to you and will reflect your personality, preferences and experiences.

A learning journal helps you to reflect on your learning, this means that your journal should not be a purely descriptive account of what you did but an opportunity to communicate your thinking process: how and why you did what you did, and what you now think about what you did. See more details at http://www.peicpt.com/sitefiles/File/Portfolio/LearningJournal.pdf

Tool 2

Questionnaires

Tool to identify interest, strengths, weaknesses, and how they interact with the world around them (Ngwenya & Kibwika 2016).

Tool 3

Socratic Method

This method is used to guide the individual or group towards finding their own solutions. This method uses questions to guide the individual or group to finding their own solutions. As the facilitator you can lead the development process with your questions. Start by asking them what they hope to achieve through development. This helps them decide what their goal is. Use questions to guide them towards finding a way to achieve this goal. Ask your question and give them time to think about the answer. Do not interrupt them. If you see that they cannot think of an answer, ask them what part is giving them trouble. At the same time, after you ask your question, quietly think about how you would answer it. This helps you see if the person has answered correctly. If they could not give you the correct answer, think of what you can ask next to lead them to the correct answer. When you are working in a group, do not repeat what someone has said. It is better to ask someone in the group to repeat the answer. This will teach them to listen to each other. Remember that facilitation is different from chairing a meeting, so if they are only speaking to you, encourage them to speak to each other so that they learn to work together.

Source: *Ngwenya & Kibwika 2016; CDAIS 2017*

Tool 4

Structured Experiences

When you feel or know that the learners have adequate experiences within themselves on a particular subject, and will not hesitate to share their experiences, you may use group discussion. For example, with women from a community who face a drinking water crisis, you can use their knowledge of the situation and their perspective on how to solve this problem. But if you feel that either the group members do not have adequate experience or that they may not be willing to share those experiences, then in that case you should use experiences of others, like case studies. Have you used a live case study example of a successful businessperson? If you feel that some experiences or feelings that need to be generated are inherent in a complex social situation, then a simulation could be used. For example, for a group of village women who are not ready to speak out about the injustices being done to them by landlords, a simulation will be an appropriate method.

Source: *Chambers 2003*

Tool 5

Whispering Game

If the experiences or feelings that need to be generated are simple, you may use a game. For example, you may want to show how communication gets distorted by playing the whispering game. That is, let learners sit in a semi-circle. Give a simple message to the first learner of the semi-circle. Let the first one whisper the message to the second one, who is sitting adjacent to her. In this way, let the message continue to be whispered until it reaches the ear of the last learner in the semi-circle. Finally, you ask the last learner to speak out the message clearly and loudly. You will find that the message has been distorted in this process of communication. Thus, the methods chosen depend on the issues that have to be taken up.

Source: *Chambers 2003*

Exercises

Exercise 1

Role play

Scenario building to illustrate use of multiple facilitation styles. Choose three members and three facilitators for the role play. The scenario is:

A group of women working in a governmental health programme were getting restless towards the end of the session on the second day of a six-day training programme. They were getting bored, wanted to leave early, were beginning to be inattentive, distracted, etc.

Member 1: (to Trainer): "Madam, why don't you let us off early today?"

Member 2: "Yes, Madam. It would be good. As it is, we are getting bored and all are not paying attention (looks around the room)."

Facilitator (Intervention A): "Wouldn't you like to carry on with what was planned for the day?"

Member 2: "No, Madam."

Facilitator: "Are you speaking for yourself or the group?"

Member 2: "Of course, for the group as a whole. Are we not all feeling the same? I am a member of the group (looks around)."

Member 3: "Maybe we can cover some of today's agenda today and the rest tomorrow (tentatively)."

The Trainer ran her eyes around the room and sensed that not all wanted to leave early. She had two choices before her:

Option 1*: The group is feeling bored. Why should I waste my time? Let us call it a day and talk about their boredom the next day.*

Option 2*: This group of women is used to switching off their minds from all learning context by continued disinterest. Would it not be detrimental for group and individual learning? Are they really interested in their learning as a group and achieving their objectives? Or are they just whiling away the time since they have to complete this training to just get a certificate for it*?

Facilitator (Intervention B): "*On the one hand, the group members have expressed their commitment to pursue certain learning objectives. On the other, they do not want to commit themselves to the process of learning."*

Facilitator (Intervention C): "*I do not want to keep the group here, despite this opportunity to examine closely their feeling of restlessness and boredom. I feel very strongly that I am looking at the symptom for finding a short cut solution. I need to look at the root cause of this problem. I am feeling frustrated that there is so little commitment to one's own learning and to each other's learning. I am not sure whether we will be able to work* *as a group at all. Do we all not have a shared responsibility for learning?"*

The group became serious following this. A challenge, a question had been thrown to them and it moved them to a higher level – of analysis of the issue, and its implications for group and individual behaviour. In this episode, *Intervention A* was an *interactive style of facilitation*. *Intervention B* was an *interpretative style of facilitation*. *Intervention C* was an *inclusive style of facilitation*. The above episode vividly describes the use of multiple facilitation styles, one after the other, at both the individual level and the group level.

Source: *IGNOU 2017a*

Exercise 2

Individual exercise

Read the following two responses of a facilitator for further understanding the style. Ask the trainees to answer what each response tells us about the style of facilitation.

Response A-Facilitator: ''Members A, B, C in the group are engaging in dysfunctional and disruptive behaviour."

Response B-Facilitator: "The tasks of the group are not getting accomplished. It seems that some members do not wish to take responsibility for their learning unless forced by the authority."

In this, Response A would not be considered an **interpretative style of facilitation**. It is accusing some members in the group. Such a response would anger the members and thus alienate them. **Response B** is a statement about what is happening within the group and provides space for the members to become aware of their behaviour and the impact of the same on the group, and this aspect could be picked up for discussion subsequently.

Source: *IGNOU 2017a*

Exercise 3

Dealing with conflict

Introduction**:** this is an exercise in which the facilitator realizes that this sort of scenario occurs in their daily lives, and that it is hard to facilitate a discussion where participants have very strong, and sometimes conflicting positions. Finally, the audience will help the facilitator by providing some tips and gain confidence that it is possible to improve and bring people closer to each other!

- Ask the participants which of them has found themselves in a situation in which they facilitated or were part of a meeting/workshop and conflict arose. "What happened? What was your role (participant or facilitator?)? What did you do in this situation?"
- Simulate situation.
  - a. The participant who comes with the case will be the facilitator and he will choose the participants for the chosen workshop/meeting. These participants should have strong positions.
  - b. If the participant was not the facilitator of the meeting where conflict arose, you can also ask a volunteer to facilitate it.
- **Stop the simulation and discuss some tips**. A tip could be to ask questions to go deeper.
  - a. What makes you want this?
  - b. What is important to you?
- **Then resume simulation** and try-out tips to see what helps to improve things.
- **Acknowledge the improvement** and make a bridge to the theory.

Note: This might not be a very easy one to facilitate. If you do not feel comfortable simulating, just try to bring out some experiences people have with meetings in which conflict arose, the role they played, and how difficult these situations can be. Check whether they actually agree. Reassure them then that there are some tips that will help them to bring people together.

Source: *CDAIS 2017*

Activities

Preparation

Once you have chosen the appropriate training method to communicate the content, you have to do some preparation and get the materials which are needed for the particular method, ready to use. Location and context specific pictures should be used consider the resources available before taking a decision. Similarly, when you have chosen role play as the training method, you have to identify the theme or the story for the script. In the case of a case study, it might mean identifying an appropriate case and getting copies made.

Briefing about the Task

Clearly state the task to the group members. The idea is that you have to make the group clearly understand what they have to share, notice, discuss and deliberate, and analyse. For example, if a decision-making exercise is being conducted, clearly specify that they have to take the decision regarding the specified task. The time limit is clearly specified. The time permitted depends upon the exercise. For example, for a decision-making exercise, half an hour is enough to come to a decision for a group. Necessary procedures of recording and reporting should be made clear, and remember, it should be the same for all the groups. For example, you have to clearly mention that each small group has to present the decision it has taken, and that the presentation can be oral or written, depending upon the level of learners.

Dividing into Groups

It may be necessary to divide the large group into smaller groups for more effective sharing and analysis. Depending upon the number of learners and the task, you have to decide the size and number of groups.

Maintaining Control

Though this might sound authoritarian, the facilitator needs to maintain some degree of control over processes like simulations, role plays and games, in order to see that effective learning takes place.

Monitoring the Discussion

While small groups are engaged in discussion, you should keep a constant watch over them for such mundane matters like whether order is maintained, and for more important things like whether the task is clear and whether the discussions are on track or not. In case you feel that the progress of group discussion is not on track, you may intervene depending on the style of intervention you feel suitable. At the same time, remember that you should not intervene unless you feel that the group has not understood the task or there are obstacles created by some members.

Debriefing is the process of drawing out from the groups or individuals the sum and substance of what they have discussed or felt.

Consolidating/Summarizing

The various reports and debriefs should be summarized before the group, and various patterns and trends drawn out to put the information into an intelligible framework, that is, a framework which is understood clearly.

Providing Inputs

Your inputs should be built on what the learners have shared and published. Provide the necessary information which the learners might not be knowing/be aware of.

Debriefing and Consolidation

An experiential learning situation must necessarily be followed by debriefing and consolidation. If the learners have gone through a moderate to intense emotional experience, it is necessary to allow them some time to get out of that emotional framework, otherwise they can get too involved and carried away. Debriefing consists of eliciting from the learners or learner groups their feelings, emotions, experiences, and whatever else you might feel is necessary to allow them space and opportunity to relate the training experience to themselves, their group, their field situation. The debriefed information should be noted down publicly. That is, it should be published.

You, as a facilitator, should help the participants put the debriefed information into a real-life context, so that they can relate to it in a broader framework. To provoke analysis of the information presented, enabling the derivation of broad principles, you could ask questions such as:

- Why did you feel the way you did?
- Why did you say what you did during the discussions?

These questions enable participants to analyse the reasons and causes behind their behaviour, perceptions and experiences.

- Do such situations occur in real life? When?
- Has it happened to you?

Questions like these try to situate the experience in reality and try to draw parallels with life.

- Why do you think this happens?

This is an attempt to analyse and draw principles and conclusions which form the core of the new learning.

Source: *PRIA 1995*

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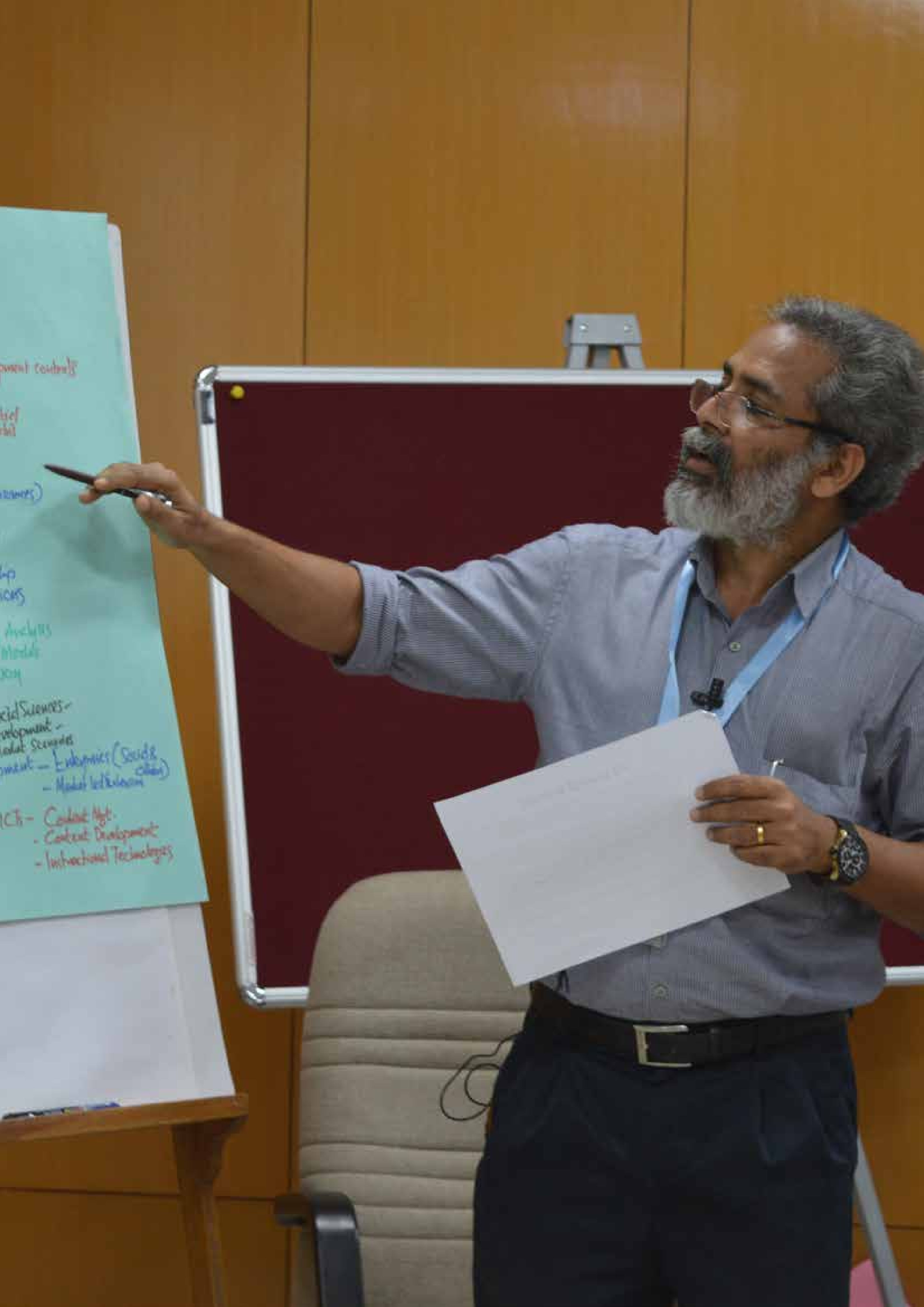
Content Mgt.
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Unit III: Brokering Linkages and Strategic Partnerships

Objectives

- Provide an overview of the concept of brokering linkages and strategic partnerships;
- Elucidate the importance of partnership and networks as a facilitation tool.

Introduction

Enterprises often perceive working directly with smallholder producers as costly and inefficient. While smallholders often accuse enterprises of offering conditions and prices that they cannot work with. The facilitating role of the broker is essential to establish trust between the partners. Stakeholders need a space where they can learn, negotiate, and coordinate to overcome issues and capitalize on opportunities through a facilitated innovation process. Actors and their exchanges shape the innovation processes, their sustainability and the outcomes thereof. Partnerships between actors form the basis of innovation.

Partnerships between smallholder producers and agro-enterprises are rarely established without external facilitation. For the partnership to work and function well both partners need to learn to understand each other's way of doing business, and establish an open and transparent communication through which expectations and issues can be discussed. Lessons from many projects imply that the process cannot be rushed and that a broker is instrumental in establishing early trust which can be developed and strengthened as the partnership progresses. There can be public sector partners, social partners, entrepreneurs, NGOs, the education and scientific sector, representatives of the civil society and many more.

This session elucidates the importance of partnerships, describes what partnerships and networks are, what factors influence formation of partnerships, various stages of partnership formation and management.

Discussion

Innovation brokers

Facilitation of innovation is a flexible and adaptive process during which facilitator(s) manage dialogue, and stimulate collective problem analysis by multiple stakeholders to overcome issues. Each issue may involve a different set of stakeholders. It is necessary to influence not only the way farmers think and make decisions, but how other stakeholders behave too. These stakeholders do not obviously want to cooperate or share information. They may have different interests, or even compete with each other. Skillful facilitation is needed so they agree on common goals and activities. These system-level changes need careful facilitation (Dror 2016). In other words, the situation demands honest brokers who resemble a broadened notion of the role of a process facilitator. As a whole, innovation brokers link public, private and civil organisations, input suppliers, producers, transporters, traders, and international agri-food firms (Klerkx and Leeuwis 2009).

In other words, innovation brokers are facilitators of contact and cooperation in innovation systems, and their activities extend throughout innovation processes. This ultimately magnifies the role of extension – from that of a one-to-one intermediary between research and farmers to that of an intermediary who creates and facilitates many relationships (Howells 2006; Klerkx and Gildemacher 2012). The concept of 'innovation broker' is derived from the notion of an 'honest broker', who gets people together mainly for unselfish purposes (Obstfeld 2005).

A facilitator makes connections between actors who can benefit from each other's services or roles. They facilitate dialogue and understanding among stakeholders. Brokering can be between multiple actors by bringing them together in a network, informally or more formally. Brokering can also be between two actors, to ensure that they start working together (Nederlof et al. 2011).

Innovation platform: An innovation platform entails the coming together of a critical mass of partners to share information, identify challenges and opportunities, and agree on joint/reciprocal activities related to a common vision (Felister et al. 2015).

Agricultural Innovation Systems (AIS) is defined as 'a network of organisations, enterprises, and individuals focused on bringing new products, new processes, and new forms of organisations into social and economic use, together with the institutions and policies that affect their innovative behaviour and performance' (World Bank 2006).

Innovation: An invention that is used for the first time in a product that reaches the market or produces a change in a social process. An innovation that is well-known elsewhere may still be regarded as an innovation if it is new locally (World Bank 2012).

Networking: To network is to make contact with different actors for the purpose of exchanging information and building professional relationships (GFRAS 2016).

Innovation brokers: Teams of specialists that combine a strong background in science with knowledge of business and commercialisation and/or the creation of innovation networks. Innovation brokers are also known as change agents or technology brokers (World Bank 2012).

Partnership is joint problem solving, learning, and innovation. May involve a formal contract or memorandum of understanding. May be less formal, such as participatory research. Highly interactive. May involve two or more organisations. Focused, objectively defined project (Saravanan & Bhattacharjee 2017).

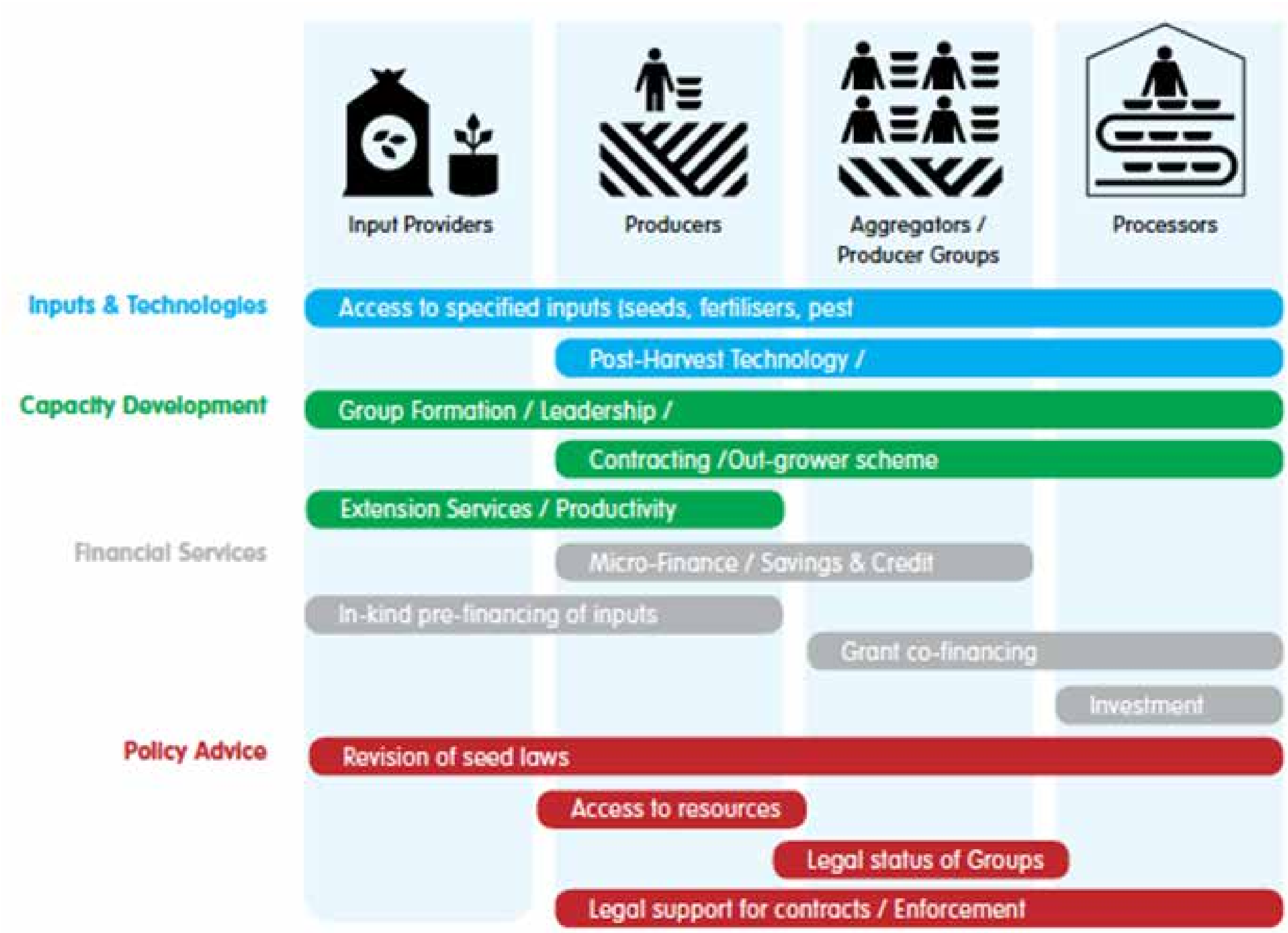


Figure 5: Brokering linkages (Source: IFAD 2018)

Who can broker and how?

Although public organizations, such as Extension Advisory Services (EAS) and research organizations, could perform innovation brokering as part of their mandates, many retain a linear, transfer-of-technology mindset and lack the capacity to fulfil this role (Rivera and Sulaiman V 2009; Devaux et al. 2009). Innovation brokers can also be independent, specialized organizations with a skill set specially tailored to innovation brokering.

Innovation brokering typically comprises the following functions, to be applied in a flexible and iterative manner (Klerkx and Leeuwis 2009; Kristjanson et al. 2009).

Analysing the context and articulating demand: The participatory assessment of problems and opportunities through quick system diagnosis

Composing networks: Facilitate linkages among relevant actors.

Facilitating interaction: Action planning, along with the identification of, and support to, those taking leadership in multi-stakeholder activities, has the main objective of building functioning stakeholder coalitions (Klerkx & Gildemacher 2012).

Importance of partnerships and networking

Partnerships are formed for diverse reasons, and each has a 'life' of its own. Even if everything functions well, it does so within a given context. Whenever the situation changes and new tasks are assigned to a partnership, the conditions for its work and success change. Sometimes, partnerships have been created as part of a central government strategy to support the delivery of programmes at the local level (refer case on ATMA). An area-based partnership is usually designed to bring together all relevant actors within a region who can contribute to improving a given situation on an equal basis.

How partnerships emerge?

There are a variety of motives for starting a partnership, such as:

1. **Locally driven, or bottom-up**, meaning from the region itself where the need for better co-operation and co-ordination of activities is recognized. One such example is of Krishi Vigyan Kendra (KVK), a bridging organisation at the district level with much better grasp of the ground situation. In Khordha, the KVK under ICAR-Central Institute for Freshwater Aquaculture, Bhubaneswar, Odisha, could better support the agricultural extension system with features related to technology backstopping, integration, and management through a locally driven partnership (Box 4).
2. **Policy driven**, or top-down, when someone at the central level considers the partnership approach to be the right one for the solution to a certain type of problem. One such example is the National Agricultural Innovation Project (NAIP) which was launched by the Indian Council of Agricultural Research (ICAR) in 2006, with the objective of playing a key role in transforming Indian agriculture with due emphasis on innovation in all aspects that contribute to the overall improvement of the agricultural scenario in the country.

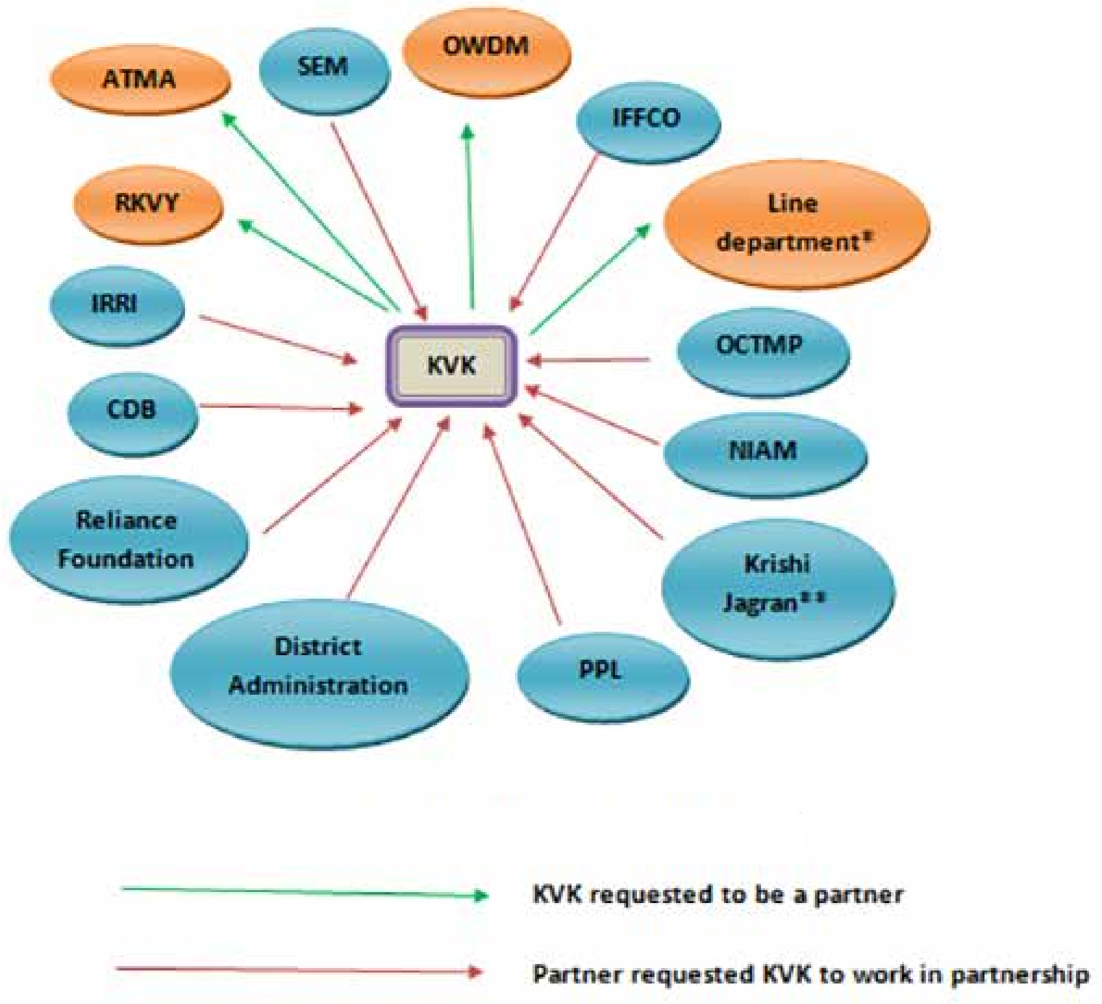
   The specific objective of its Component-2 was to develop sustainable value chains in production to consumption systems of various agricultural commodities by involving stakeholders from different organizations, including public, private and NGOs, and facilitating their collaboration in a consortium mode. The consortium concept was regarded as central to facilitating the flow of knowledge, experimentation and value addition in the agriculture sector. Strong public-private partnerships were created by involving 69 private sector organizations (including NGOs) in the consortia. Private industries formed 26 per cent of the partners in this component's sub-projects. The sub-projects established linkages with private and public partners for end-to-end solutions. The involvement of the private sector was there to bring forth greater efficiency, cost-effectivity and timeliness, whereas the involvement of the public sector was to bring forth relevance and trust.
3. **Incentive driven,** in that money is offered for a certain type of activity. For instance, to address the alarming nutritional status of women and children in Odisha State, the Odisha Livelihood Mission (OLM) under the aegis of the Panchayati Raj and Drinking Water Department (PR&DW), Government of Odisha, entered into a partnership with Azim Premji Philanthropic Initiatives (APPI) where each partner shares their financial and human resources (Table 7).

One of the complicated issues within the life of a partnership, is the changing of partners and of tasks. A change in partners' involvement happens relatively frequently, as the participation of each of the organisations involved depends to some extent

Box 4. Action plan 'People and Partnership'

This action plan was launched in 2012 by KVK Khordha to improve delivery of technical and extension services in a convergence mode with main focus on strengthening farmers in terms of increasing their incomes.

Since then, the KVK has been working with more than 21 partners, such as Employment Mission (GoO), ATMA-Khordha (GoO) supported by GoI, Odisha Community Tank Management Project (OCTMP) (a World Bank-aided project of GoO), District Rural Development Agency (DRDA) (GoO), National Council of Rural Institutions (NCRI) (GoI), Watershed Mission (GoO), Bringing Green Revolution to Eastern India (BGERI) a GoI-aided GoO project, Odisha Watershed Development Mission, Indian Farmers Fertilizers Cooperative (IFFCO), Coconut Development Board (GOI), Paradeep Phosphates (Pvt), Krishi Jagran Media group, Reliance Foundation, National Institute for Agricultural Marketing, RKVY-Odisha, and many others. The convergence envisaged by the KVK has yielded better outreach of activities and benefits to farmers that have been realised over time.



*District Extension Agencies of the government for agriculture, horticulture, veterinary and dairying, fisheries and other development missions

** A media house with a farm magazine in Odia

KVK-Krishi Vigyan Kendra, OCTMP-Orissa Community Tank Management Project, OWDM-Odisha Watershed Development Mission, SEM-State Employment Mission, ATMA-Agricultural Technology Management Agency, IFFO-Indian Farmers Fertilizers Cooperatives, IRRI-International Rice Research institute, CDB-Coconut Development Board, National Institute for Agricultural Marketing, PPL-Paradeep Phosphates Ltd

Figure 6: Convergence and Partners of KVK-Khordha

Source: *Ananth et al. 2019*

Table 7: Partners and their roles	
Partners	**Role assigned**
APPI and Resource NGOs (Living Farm, Harsha Trust & PRADAN)	RNGO provided ToT to Master Trainers (MTs) and community cadres got trained by MTs. Beneficiaries were guided by community cadres to establish nutrition gardens, backyard poultry and goat rearing through training and demonstration.
APPI	Support to OLM for establishing a nutrition vertical at State and district level through a three-year project.
OLM and its community institutions, such as Gram Panchayat Level Federations (GPLFs)	Community cadres (Krushi Mitra, Prani Mitra and Community Resource Persons) deployed at GPLF got trained by RNGOs and MTs, and they further trained beneficiaries to establish nutrition gardens, poultry and goat rearing.

Source: *Mohapatra 2019*

on the personal commitment of its representatives, and on how such representatives fulfill their roles and functions. Partnerships are organised as networks, and when members of the network change, the networks can also change. This variable can be reduced by formal contractual cooperation agreements, so that organisations and institutions are committed as bodies rather than as individuals.

Key steps in designing, implementing and managing partnerships

Partnerships go through various stages during their evolution and operations. Each of these phases has a specific set of activities/steps that have to be undertaken (Table 8), and these in turn require specific sets of skills and tools. This section outlines these phases and steps, while identifying the skills and tools needed.

Pre-partnership phase

1. **Context/needs analysis** - Define the problem that the organization wants to address and understand the context around it. This will help define the needs, whether and what kinds of partnerships are to be sought. A rich picture would be a useful tool to provide a visual of the problem.
2. **Stakeholder identification** - Based on the context analysis, the organization can identify the key stakeholders and actors involved in the context

Table 8: Key steps and skills required in partnership development and management		
Phase/Stage	**Steps/activities**	**Skills and tools**
Pre-partnership phase	Context/needs analysis – Stakeholder identification – Determine if a partnership is right for your situation	Rich pictures for contextual analysis; Stakeholder/actor analysis tools; Partnership readiness questionnaire.
Partnership initiation phase	Selection of partners	
Partnership formation phase	Develop vision and strategic direction based on shared problem definition and approach; Agree on partnership principles (or code of ethics); Develop mutual understanding and knowledge; Agreement and understanding upon necessary leadership roles and responsibilities; Creating a partnership covenant or MoU; Work plan preparation.	Conducting effective meetings; Facilitation skills; Interpersonal skills; Leadership skills; Management skills.
Implementation/ management phase	Organizing the partnership; Develop governance structures; Develop M&E systems; Establish communication linkages Decision-making – Trust, respect and commitment.	Interpersonal skills; Leadership skills; Management skills; M&E tools (including process monitoring).
Post-partnership phase		

Source: *Anandajayasekeram et al. 2009*

of the problem (refer Case 7 where the relevant stakeholders were brought together for scaling up the intervention). Stakeholder and actor analysis tools can help identify the key actors and stakeholders, their objectives and interests, their attitudes and behaviours, their relative importance and influence, etc. This will assist in listing potential actors/stakeholders to partner with.

Determine if a partnership is right for a situation: Partnerships are not a solution to address all problems and might not be suitable in all contexts. Therefore, identify whether the situation needs partnerships. Usually organizations seek partnerships to:

- access resources, add or complement resources;
- reduce duplication;
- increase convergence (refer to Cases 7 and 8 in the section on cases);
- improve access to client;
- expand competencies;
- gain legality;
- foster information exchange;
- spread risk;
- learn jointly;
- consolidate competitive position in the market (*Anandajayasekeram et al. 2009).*

Although there are many reasons why partnerships could add value, potential partners should carefully consider several issues. Firstly, examine their strategic reasons. They should start with reflecting on some important questions:

- Why partnership could be the best way to get the results?
- What are the strategic reasons?
- What organizations might be suitable for this partnership? (Suitability can be defined by partners' skill/knowledge contributions, their underlying motives, their ability and willingness

Here are some recent developments in the agriculture sector in Odisha with respect to partnerships for expanding competencies, increasing convergence and adding complementary resources. Two such cases:

a. A Memorandum of Understanding (MoU) signed between Department of Agriculture and Farmers' Empowerment (DAFE) and Foundation for Ecological Security (FES) to provide technical training on assessing land capability and crop water budgeting in all districts of Odisha in 2018;

b. Promotion of Agriculture Production Cluster (APC) in Tribal Regions of Odisha is a collaborative effort by DAFE, Department of Panchayati Raj & Drinking Water, Bharat Rural Livelihood Foundation (BRLF) and Professional Assistance for Development Action (PRADAN).

to commit resources, and their organizational culture.)
- What is the resource required for forming a partnership?
- Is your own organization 'partner ready'?
- Do you have the motivation and partnering skills to champion this partnership?

Although partnerships offer chances to achieve desired results, they also demand resources and require a good deal of leadership and management attention. Sometimes, new management committees are constituted to (Case 9 illustrates this) take up leadership roles and keep the partnership in order. Thus, the decision to embark upon a partnership is not one to be taken lightly.

Ask a few questions before making such decisions.

- Does your organization have the human and non-human resources that the partnership venture requires?
- Does it have the readiness and ability to cooperate, share control, share credit/recognition, and collaborate with other organizations making up the partnership?
- Does it have the commitment to devote the required resources to this effort? Would the effort be worthwhile for the organization's portfolio? Would senior leadership be willing and able to provide necessary support for success?

Partnership initiation phase

Selection of partners

Once an organization makes a decision to partner and has the right reasons for why it wishes to partner, the next step is to choose the partner(s) one wants to collaborate with. Affinity and adaptability are central to the wellbeing of a partnership relation. Willingness of the partnering parties to reach out to others in an effort to share competencies rather than imposing conditions on each other is vital for a healthy relationship.

Seeking answers to these questions will require thoughtful information gathering. Partnership conversations must occur at several levels so that you and your potential partner have plenty of opportunities to discover if there is a strategic and compatible fit between you and the partner. Three factors are important in picking up the right partner:

- Fundamental fit: complementary activities and expertise in a way that increases value potential;
- Strategic fit: harmony of business plans;
- Cultural fit: the readiness of partners to accept the geographically- and internally-grown culture of the partner.

Some questions to ask while selecting partners:

- *Does this partner possess the human and non-human resources necessary to contribute to a partnership?*
- *Does this partner overlap with our primary work or pose potential competition?*
- *What are the weaknesses this partner might bring to the partnership?*
- *What do we know about this partner's previous experiences with partnerships?*
- *Did the organization meet its work commitments?*
- *Was the work of good quality? Was the organization seen as a cooperative partner?*
- *How culturally compatible would this organization be with our own?*
- *Do we have goals and values in common? Are we compatible in styles?*
- *Will this organization be willing and able to devote the resources required for successful implementation? Will the organization deliver what it promises?*
- *Does this partner's senior management support this partnership?*
- *Will they give the effort the attention it requires?*

Source: *Anandajayasekeram et al. 2009*

There is usually less strategic fit between public and private organizations than in the case of private–private or public–public alliances due to which there are sometimes difficulties in establishing partnerships between public and private organizations. This is due to differences between their organizational cultures to some extent as well as different orientation (one for public good whereas the other has private objectives). When a public–private partnership is a necessity the challenge is to find a common objective that can consolidate the partnership (Anandajayasekeram et al. 2009).

Partnership formation phase

There are a series of steps that earmark this phase.

Step 1: **Convening an exploratory meeting**. Generally, the partner who is initiating the partnership will take this step. The goal of this meeting is to build trust and commitment among all partners. All those with appropriate organizational responsibility and position should attend the meetings for it to have credibility. Oftentimes, such meetings require attendees possessing clear authority to speak on behalf of their organization. The initial few meetings should be held at a neutral location that is accessible to all partners and is not perceived as being under one organization's control. Sometimes, this can be also done either through teleconferencing or video conferencing depending upon the location and availability of all the partners. A moderator should be identified for convening the meetings. He/she should be able to facilitate discussions where all partners' voices are heard rather than getting bogged down in unproductive discussions.

An agenda for the first meeting must be set that might only focus on personal and organizational introductions, and a sharing of viewpoints about the common cause or issue that has brought a partnership together. If the organizations have not had a history of interaction, the meeting might appropriately end with only a summary of viewpoints written up for distribution. If the meeting members already know each other, they might move directly to determining their collective vision of the problem and its solution.

The agenda for the meeting should focus on some of the questions given below (Box 5).

Step 2: **Setting direction** involves defining the problem, brainstorming solutions, identifying potential local partners, and also identifying the key actors in these organizations and whether these have the characteristics/capacities to be implementing partners or not. Successful problem definition involves identifying convergence/merging of the interests and needs of partners. Bringing representatives of all interested parties to the table is highly desirable. Brainstorming solutions also involve clarifying the vision of the partnership, its goal and strategic objectives, and then establishing a framework for a working relationship. Next the potential partners at the local level should be identified along with an overview of their implementation capacities along with key persons within each organization who would be representing it.

Chalk out who will do what and how. Assigning clear cut implementation roles, tasks and resources and the reporting format at different stages of implementation should be undertaken at this juncture. Resource allocation needs to be judiciously done and this must be a continuous process throughout the life of the partnership. Joint planning is the key to a successful partnership.

Box 5. Exploratory Meeting Agenda

- What is the problem(s) that the partnership is trying to solve, and what value addition might be achieved by working together?
- How would the work of this partnership fit into the larger priorities of the respective organizations?
- What would each organization get/expect from this joint effort?
- What strengths do each of our organizations bring? What weaknesses?
- Which of the organizational practices and styles are compatible or incompatible?
- What roles can be assigned to each organization?
- What should be the next steps?

Source: *Anandajayasekeram et al. 2009*

Tips on Joint Planning

- *It can vary from time to time and does not have to be cast in stone. It can either be at a pre-meditated time line or can be brought forward due to contingencies or need of the hour.*
- *Involvement of all partners is ideal, however, the decision to involve key partners or all can be vetted on a case-by-case basis.*
- *It can follow a systematic structured process or evolve into a more ad hoc fashion.*
- *This should allow equal space to all partners to express their ideas, bring transparency to the functioning of the partnership, provide a clear-eyed view of each partners' objectives, an ability to identify where there could be overlapping areas of interest, as well as time to allow for problem solving by and among partners as the process proceeds.*

Source: Dror 2016

Partnership implementation/management phase

When the basic governance structure established by the Memorandum of Understanding (MoU) is clearly defined, partnerships can be easily managed. It can maintain openness and accountability between one another by establishing clear agreements on governance procedures. These should specify:

- Roles and responsibilities of each partner;
- Key elements of governance, such as frequency of meetings, quorum for these meetings, decision-

making processes, participants, need for working groups, outreach to stakeholders/beneficiaries, monitoring systems, etc.; and

- Measures for resolving conflicts/differences.

As far as possible governance issues should be laid out in writing, at the outset of the partnership, so that even if the partners or key persons within the partnership rotate/move, it doesn't affect the functioning of the partnership. It should be a living document, to be amplified or modified as the parties gain more experience working together.

Clear cut procedures make it easier for partners to focus on their role in implementation (Box 6).

Box 6. Procedures for effective implementation

- What is the frequency of meetings of the principal governing body of the partnership? Are teleconferences/video conferences acceptable?
- Who convenes and who participates (actively or with observer status) in meetings?
- Should there be working committees (if so, what are their specific responsibilities)?
- Should periodic open meetings be convened for information sharing and gathering purposes with parties relevant to partnership progress (including beneficiaries)?
- Who is empowered to make binding decisions? Will decisions be made by consensus, by vote?
- Who is responsible for the agenda, preparing minutes and circulating them? Should minutes be signed by the principals?
- In partnerships where partners are pooling their funding, what is the process for making funds available? The level and timing of funding needs should be discussed, as well as the likely burn rate of the activity.
- How will partnerships work with beneficiaries and potential new partners? To what extent will partners inform each other when they have separate contacts with such groups?
- What kind of communication strategy should the partnership have? Does each partner prefer to publicize its efforts separately?
- How will partners monitor and report partnership progress? Is there a limited set of performance indicators, or 'metrics', that all partners are willing to adopt and use notwithstanding any additional indicators that they may wish to identify and track?
- Do partners have reporting requirements that the partnership can help them meet?

Source: *Anandajayasekeram et al. 2009*

Measures of resolving conflicts among partners in a partnership must be premeditated. In the interest of a smoothly functioning, robust partnership it is necessary to identify protocols that should be followed in the event of a disagreement. Some of these can be – building an environment of mutual respect for all partners, mechanisms for clarifying issues that can potentially disrupt the functioning or the partnership, identifying options for resolving the disagreement, being inclusive, and agreeing on time limits within which the problem should be resolved.

There are five critical elements to maintain the energy, commitment, trust and enthusiasm required for the partnership. These are: communication among members, decision-making, agreement upon approaches, cross-cultural and non-verbal communication, conflict resolution, power differentials and feedback — both giving and receiving.

Communication

It is necessary to create linkages among partners at senior leadership and operational levels so as to establish a climate for frequent and in-depth information sharing. Communication is the grease which allows a partnership to operate smoothly.

Tips on Effective Communication

It is crucial to the functioning of a partnership to ensure that there are clear information flows among partners, between the partnership manager and their own staff, and among partners themselves and any structures in which they participate, e.g., the board of directors. This will help the partners to understand how their alliance really functions, the constraints under which it operates, and the respective roles of the other partners, organisations and people involved. It might be helpful to establish terms of reference for all operational structures within the partnership (OECD 2006).

To make a partnership inclusive it is important that all voices within it are heard. This entails and guarantees a balance of influence, mutual respect and care in the organisation.

Good communication will facilitate meetings, decisions and interactions between partners. One should not forget that the partners have to play a two-way communication role, acting as the linking points between the organisations they represent and the partnership itself.

Communication is, however, a complicated process, and a great deal can go wrong on all sides, with both the sender and the recipient of messages sometimes making mistakes. This makes it all the more important to get communication right, otherwise the glue will all too quickly turn to sand.

A communications strategy needs to be developed which should be linked to the partnership's overall strategic plan and regular action plans deriving from that strategy formulated. Sufficient resources, both staff time and financial resources need to be dedicated to communication. Designating a communications officer can facilitate this and help those outside the partnership know where to turn to for information. Good contacts with local media are crucial, so that they can be approached quickly and effectively when needed.

To ensure that the partnership is visible and recognised within its designated area of activity, there should be ongoing, two-way communication with local communities and target groups; a permanent outreach approach can be a key component of a communications strategy. The partnership's successes should be presented regularly to policy makers, who may be involved in mainstreaming opportunities or policy development, and to funding bodies, including potential future sources of funding. There is a need to explain clearly what the partnership is and how it works, since it can sometimes be difficult for those not involved to understand.

Explicit decision-making process

Establish clear agreements on the way partners will make decisions. An efficient decision-making process will allow active participation and consensus building. Agreements should specify how much reporting and documentation needs to take place, who needs to be involved, and how quickly decisions have to be made.

Trust, respect and commitment

Actions that lead to people doing what they say they will do, understanding and protecting the interests of all members, listening with an intent to understand what others are saying, being honest about what the partner organizations can contribute to the effort (not hiding the limitations), sharing successes with others and taking responsibility for mistakes, and developing a shared set of values around both the expected output of the partnership and the processes for carrying out the work – are all essential.

Credit and recognition

This is critical for sustaining motivation and achieving quality results. Acknowledging and rewarding people for their successful efforts and agreements at the onset vis-à-vis visibility, authorship, and Intellectual Property Rights is necessary.

Monitoring and evaluation

M&E is important right from the very beginning, so that the outcome of the partnership can be mapped and the value added from the partnership's work made visible. This is not only important apropos the donors/investors but also to demonstrate and benchmark where and how success factors/cases/nodes are – and if they are not, then to indicate how the strategy can be changed (Anandajayasekeram 2009).

Networking

Networks are increasingly important, whether local, national or international. People talk about networks in development agencies, in research, in businesses and in many professional fields. In an era of intense knowledge-based globalization and technologically savvy people and organisations, the role of networks, alliances and partnerships is becoming highly visible. It is important for different actors to be linked together in a network so that the whole system benefits from these relationships, knowledge flows and learning from each other's experiences rather than reinventing the wheel and working in isolation.

Networking is being recognised as a valuable means to share information, help in identifying and developing partnerships, and make the best use of our limited resources. To network is to make contact with different actors for the purpose of exchanging information and building professional relationships. It has the advantage of linking experts from different fields together. It gives access to new information and expert knowledge to those who can use it best.

Networks are best placed to play an advocacy role in agricultural extension and development. Some of the extension networks, such as Australasia-Pacific Extension Network Ltd (APEN) (https://www.apen.org.au/) and The African Forum for Agricultural Advisory Services

(AFAAS) (http://www.afaas-africa.org/), have been instrumental in triggering significant influence on the extension policies in the Australasia Pacific region and Africa, respectively.

The Global Forum for Rural Advisory Services (GFRAS) is all about enhancing the performance of advisory services so that they can better serve farm families and rural producers, thus contributing to improved livelihoods in rural areas and the sustainable reduction of hunger and poverty.

There are many established networks with specific areas of specialisation. For example, these can be exclusive networks for livestock production or crop production. Each network is made up of different actors who are involved in research, innovation or production for one specific area of agriculture. These actors work together to expand the support base that is available to farmers for a specific part of the farming operation. These are viable forums for EAS to tap into together with the resources offered by such networks, or if possible, connect their farmers to these networks to get information on new technologies that might help in their development process. A few examples of networks are listed below (Box 7).

Conclusion

Forging partnerships is very delicate and requires effective facilitators – those who can really understand and work with different organisations, manage conflicts and their demands. As the main task of partnerships is to find ways in which organisations – with their different tasks, responsibilities and approaches – can cooperate in dynamic societies, it is necessary to adapt methods and ways of working accordingly. There has to be strong communication among the partners so that there is maximum transparency both within and outside the partnership.

Box 7: A few networks in India

Agricultural Extension in South Asia (AESA) is a network of all those who are interested and involved in Extension and Advisory Services (EAS) provision in South Asia (www.aesanetwork.org). Its vision is to improve food and nutrition security through efficient and effective EAS in South Asia and its mission is to promote sharing, learning and networking for building effective and efficient EAS. AESA is part of the Global Forum for Rural Advisory Services (GFRAS). The Centre For Research on Innovation and Science Policy (CRISP) -osts the secretariat of AESA.

Revitalising Rainfed Agriculture (RRA) Network, formed in 2010 is a pan-Indian network of more than 600 members, including eminent academics, policy makers, farmer and civil society organisations that work to influence public systems, policy and investments for productive, prosperous and resilient rainfed agriculture. RRA Network has since 2010 been evolving operational processes for planning and convergence to facilitate the revival of rainfed agriculture. During the 12th Five Year Plan, the Natural Resource Management (NRM) and Rainfed Farming sub-group constituted by the Ministry of Agriculture and Farmers Welfare (MoA&FW) came up with a strategic framework to improve growth in rainfed agriculture (http://www.rainfedindia.org/).

MAKAAM, or Mahila Kisan Adhikaar Manch (Forum for Women Farmers' Rights) is a nationwide informal forum of more than 120 individuals and organisations of farming women, of women farmers' collectives, civil society organisations, researchers and activists, drawn from 24 states of India, to secure due recognition and rights for women farmers in India.

The Mission of MAKAAM is to make visible women farmers – especially smallholder marginalized women, with a development vision led by social justice, plurality of knowledge systems and sustainability driven by ecological approaches – and to create and secure rights over productive livelihood resources (land in particular) as well as entitlements over a variety of support systems, with equal participation of these women in decision-making in various institutions starting with family upwards, to ensure empowered, self-reliant, sustainable women's livelihoods.

(http://makaam.in/)

Cases

Case 7: KVK-Khordha, ICAR-CIFA introduces a new crop 'Capsicum' to Khordha district of Odisha

Khordha district has potential for commercial vegetable cultivation, promoting enterprises, and a high level of literacy. Farmers were growing green chili after harvesting paddy (December-January). Farmers were not aware that they could cultivate capsicum in place of green chilies. They thought their soil was not suitable for cultivating capsicum. They also felt that it would be difficult to dispose or market the produce. Krishi Vigyan Kendra (KVK), Khordha, tried to change this preconceived idea of the farmers and introduced high-value and low-volume capsicum as part of crop diversification in the district. KVK started organising awareness programmes for farmers to cultivate capsicum by replacing chilies to some extent, with a view to increasing farmers' income. With this initiative, KVK regularly reminded farmers that capsicum could indeed be grown in Khordha district and the market could be developed over time.

Some of the key interventions by the KVK were:

- Hardware and software of capsicum;
- Combination of extension methods were needed to influence farmers towards adoption as there was a preconceived idea that capsicum cannot be grown there;
- All the package of practices for capsicum was considered for promotion.

KVK worked on the flood assistance programme and farmers were provided with seedlings of vegetables. Along with other vegetable seedlings, capsicum seedlings were also provided. As the need of the hour, farmers accepted the seedlings of capsicum and were astonished to see capsicum growing and thriving in their fields. Today the crop has spread to 550 farmers in the district due to the initiation by KVK and through introduction of capsicum by state schemes. It took five years to influence the farmers to adopt this crop. Timeline of Dissemination is given below:

Year	2011-12	2012-13	2013-14	2014-16
Pathways	• Seeds were procured from other districts • No suppliers of capsicum seeds in Khordha district • Seeing is believing • Farmers become confident that capsicum can be grown in their soil	• KVK advised the input dealers to procure and supply seeds at district level • Location specific testing and confirmation	• Seed availability became common in the district • Capacity building of farmers through training, demonstration • Government provided seeds to farmers at subsidized rate (post phailin period)	• Inclusion in demonstration programmes under ATMA in different blocks of the district • Supply of capsicum seedlings free of cost through horticulture department • Various extension methods employed for horizontal spread • Spread to 550 farmers to adopt in the district • Local farmers have contributed to partial replacement of Capsicum supply from Bangalore

Special attempts were also made towards using mass media, especially Doordarshan, in documenting success stories. KVK also worked on popularising the adoption of capsicum through the progressive farmers of the district as farmer-to-farmer extension will be faster. Above all, the convergence with ATMA yielded better results to scale up cultivation and reach a target of 550 farmers. Apart from the KVK, other institutions involved in the scale up of this intervention have been:

- DD-Odia;
- ATMA;
- Department of Horticulture;
- ICAR-CIFA;
- Private input dealers.

This led to adoption of high value crops, increased incomes of farmers, input dealers have seeds of newly introduced crops, volume of sales have increased, capsicum is now an intercrop in farming systems. Farmers are proud that they can produce high value crops and became confident. Availability of produce at local markets has increased. Capsicum fetches the maximum price with INR 4500/quintal during the month of March. It has huge demand at the household level and at the burgeoning chain of fast food restaurants. Udyan Fresh and Veggies Kart are looking for capsicum patches for procurement. Employing a combination of extension methods can enhance awareness and adoption on a large scale. For successful scaling of new technologies, partnership with other organisations that have funds and better reach is a pathway that is validated by this case. The KVK has been trying to link the technology assessment results to the State's extension system for scaling up. In this case, the State Department of Horticulture and ATMA at the district level supported the KVK initiative with funds for additional demonstrations and by promoting capsicum in their own demonstrations.

Source: *Ananth 2017*

Case 8: Agricultural Technology Management Agency (ATMA) in India

This semi-autonomous, decentralised, participatory and market-driven extension model initiated in India had the major aim of converging across departments and programmes, linking research and extension activities in a district, and decentralising extension decision-making through participatory planning. The ATMA approach was initiated in the backdrop of the ill effects of the Green Revolution, the limitations of the Training and Visit (T&V) System, the existing wide gap in extension, lack of holistic technology transfer systems, narrow focus on agricultural extension system, lack of convergence, lack of competent human resources, inadequate involvement of stakeholders, weak linkages among stakeholders, and inadequate operating resources.

ATMA was conceived to mainly tackle the problem of convergence while increasing access to extension services for farmers in a bottom-up approach. Under the Innovations for Technology Dissemination (ITD) component of National Agricultural Technology Project (NATP), the ATMA approach was successful in organising crop or product-based Farmer Interest Groups (FIGs) at the village level. By means of this farmers were getting directly sustained through increased income because of extensive extension activities. Farmer-led innovations were being documented and implemented, strong partnerships were developed with private sector firms, rural employment was augmented through diversification in agricultural activities, and eco-friendly sustainable agricultural technologies were successfully promoted in rural areas.

During the four years of implementation from 1999 to 2003, the area under horticultural and oilseed crops, aromatic and medicinal herbs increased, productivity of cereals increased and average farm income increased by 24 per cent. Under the umbrella of activities, multi-agency extension strategies were promoted through 10 per cent of the funds, extension system was made farmer-centric, Strategic Research and Extension Plans (SREPs) ensured convergence of all activities for extension, mainstreaming of gender was focused on, and extension activities were made sustainable through 10 per cent contribution of beneficiaries for beneficiary-oriented activities.

The ATMA approach in India tried to integrate all the stakeholders in agricultural extension systems, and through effective convergence focused on increasing the income of farmers. Different roles and functions emerged for the stakeholders in the innovation systems and modified the involvement of the extension mechanism. Extension system at the district level under ATMA focused on facilitating convergence of actors and schemes, increased participation of producer farmers and created a conducive environment for effective collaboration.

In its current state, convergence of extension schemes within all line departments is needed to avoid duplication of efforts; additionally, the extension component of allied departments needs to be strengthened. Activities based on SREP need to be defined specifically with the help of facilitators and policy experts and activities on the lines of those salient points need to be developed. Also, as bottom-up planning has practically failed in ATMA, revision of SREPs is required for reformed extension efforts. Farmers' Friends can be selected from rural educated youth and trained to act as links between different stakeholders and line departments, connecting forward and backward linkages in farm production systems. Creation of knowledge societies through low-cost and user-friendly social media channels ensuring technology dissemination under the four sub-missions of National Mission on Agricultural Extension and Technology (NMAET), for capacity building of extension functionaries and farmers can be taken up through ICTs. Increased community extension initiatives in collaboration with prominent stakeholders at the grassroots level for creating effective knowledge networks can also help in increased convergence for effective extension.

Source: *Singh 2012; Saravanan 2017*

Case 9: WADI-Tribal Development Project, Koraput, Odisha

The 'Wadi' model of tribal development is a holistic approach addressing production, processing and marketing of the produce as well as other needs. The core of the programme is 'Wadi' and other development interventions built around it. In Gujarati 'Wadi'" means a 'small orchard' covering one acre. The 'Wadi' could, maybe, have mango, cashew, litchi or any fruit crop suitable to that area or a combination of these crops, with forestry species on the periphery of the land holding. Two or more fruit crops are selected in the Wadi model to minimize climatic, biological and marketing risks. The Wadi programme was introduced as a strategy to improve horticulture development.

Tribal families having less than five acres of title deed land are given one acre Wadi each, for raising 60-75 fruit plants suitable to that area and 200-300 forestry plants on the boundary. The project aims at income generation for the landless and over 1100 tribal families to benefit from it. The Wadi project also aims to utilize borders of the orchard by putting in plantations with different forest species that can meet the timber, fodder, and firewood needs of the family.

Agragamee, in association with NABARD, supplies the inputs to the beneficiaries, i.e., fruit grafts, neem cakes as natural pesticides, trychoderma, azetobactor, etc. Inter cropping is taken up in the Wadi area for select vegetables and pulses such as brinjal, tomato, chilly, cowpea, and pumpkin. A committee of representatives of farmers, Udyan Vikas Samiti, is trained to facilitate the linkages. Salient development interventions in the Wadi area include:

- Soil conservation;
- Water resource development;
- Agriculture development;
- Women's empowerment; and
- Health interventions.

Convergence is also an integral part of the Wadi programme through three major schemes - Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), National Horticultural Mission (NHM), and National Rural Health Mission (NRHM). There is also scope to explore department wise schemes related to irrigation facilities, drinking water facilities, land development, fencing, etc.

The advantages of the Wadi programme are as follows:

- Sustainable income from orchard every year;
- Until plants start fruiting, inter-cropping can provide earlier return to family;
- Due to assured irrigation farmers can cultivate 2-3 crops per year;
- Intensive agronomical practices help to produce more yield and thus more income for the family;
- Cost of production can be reduced. Collective marketing and processing of all produce is possible as more quantity is available for sale.

The project covers 31 villages in four Gram Panchayats of Dasmantpur block in Koraput district.

Source: https://agragamee.org/?sustainableagri=wadi-tribal-development-project

Case 10: Interview with Dnyaneshwar Bodke, Abhinav Farmers' Club

"Abhinav Farmers' Club has been promoting modern farming practices for more than a decade and is an exemplary model of what farmers can achieve by blending technical and institutional change. Our vision is to ensure at least a minimum income of INR 1000 per day by a family from one acre of land. Farmers can achieve this if they are supported with relevant advice on production and marketing."

Shri Dnyaneshwar Bodke, President, Abhinav Farmers' Club, Pune, India

How did you come up with the idea of forming a farmers' club?

A NABARD official advised me to form a Farmers' Club as per the NABARD guidelines at my village. I thought that it would be difficult to motivate well-meaning farmers to form a club in my village. NABARD agreed to my request to form a club by including farmers from 4-5 villages around my village. In 2004, we set up the Abhinav Farmers' Club with 305 farmers spread across 17-18 villages. All these farmers are cultivating flowers in polyhouses and earning about 50-60 thousand rupees a month.

Organizing farmers into a club and managing it is a challenge. Did you face any challenges?

Yes, the problems started during the following year. In 2005, the flower market collapsed and the prices came down to INR 0.83 per flower. The production cost was around INR 2.50 per flower. As expected, gossip and quarrels started in the group. A few were blaming me saying the chairman of the group is responsible for all these and demanded my replacement. I resigned, but within three days the same people requested me to accept the chairmanship again and I agreed. By that time we had decided to form small groups of 20 farmers each. Flower cultivation again became profitable in 2006. Abhinav Farmers' Club got the National Award from NABARD for repaying our agriculture loan before time.

To cope with labour issues, the Club decided to promote Women Self Help Groups (SHGs). We promoted 112 women SHGs spread across 26 villages, and we engaged these SHGs in planting, harvesting, sorting, grading, packaging, transporting and selling to consumers as the demand started to increase. For better coordination and supervision of all these activities, the Club began to employ agricultural graduates and those with Master of Business Administration (MBAs) degrees. We began payment by cheque too. We also promoted kitchen gardening and agro-tourism activities as well.

Why did you decide to establish a training centre for farmers?

Because of our success and the publicity we received through media, many farmers started requesting us for training at our polyhouses. The Club put up a proposal to NABARD seeking support for establishing a training centre. Initially NABARD rejected the proposal as the experts from the Agricultural Universities and personnel from the Department of Agriculture were against the idea of setting up a training centre by farmers. So we requested all those seeking training opportunities in our farms to write to NABARD to sanction our training centre's proposal. About 3300 such letters requesting sanction for Abhinav's farmers' training centre reached NABARD and finally NABARD approved our Training Centre as a special case.

From flower cultivation to production of vegetables, how did this shift happen?

Our farmers started facing competition from plastic flowers (mainly from China) that entered the scene during the late 2000s. Though flower farmers formed a flower growers association with me as its Secretary, we couldn't achieve much success in reversing this trend. The association representatives met with officials of several organizations, such as Railways, Airports, Hospitals, Department of Agriculture, etc. However, we couldn't get the desired support.

Keeping these circumstances in view and based on inputs received by the member farmers, we decided to shift to vegetable farming. As vegetables are an essential commodity, we realized that people will definitely purchase it round the year and this will provide a regular source of income to farmers who can produce and market it round the year.

Direct marketing of vegetables to consumers? How does it work?

Initially farmers had difficulty in assessing the profit margins in vegetable farming and in establishing backward and forward linkages to make it a successful enterprise. I was also concerned at the practices, rules and regulations in market committees which are not beneficial for farmers. Even today middlemen control the purchase and sale of vegetables in the market. Keeping all this in view we decided to explore the option of direct marketing of vegetables to consumers.

Pune being the second largest city in Maharashtra offers a big market for vegetables. Before sowing of seeds or cultivating the crop, we analyse market requirements and enter into contract agreements with consumers at stipulated prices. We are now producing 22-23 vegetables as per market demand. Many consumers now come to our polyhouse to take their pre-booked vegetables directly. Over the years a lot of trust has developed between producers and consumers. We have also received many district and state level awards. Media too has been highlighting our efforts. Today many malls, housing societies, and corporate houses are our clients. Our vegetable vans, over the last many years, have not stopped even for a single day at making regular supply of vegetables directly to consumers.

Abhinav Farmers' Club directly supplies vegetables and fruits to over 15,000 households in the cities of Pune, Ahmednagar, Jalgaon, Sangali, Kolhapur and Solapur. Our club members have visited different housing societies to interact with their President /Secretary, and to brief them about the club and its vegetable production and our interest in direct sale of vegetables to the housing society. The President/ Secretary then calls a meeting of the society to brief the members on the proposal, and with their approval the club was allowed to put a stall in the society premises. With development of rapport with producers, consumers have started to express their demand for specific vegetables and the members have started supplying those vegetables to consumers. We also grow flowers and organic vegetables in polyhouses and sell them to retail outlets in Delhi and Mumbai. Furthermore, we also export some of the produce to Europe.

How are you promoting the Abhinav Model across the country?

Over the past few years, all the 305 Abhinav Farmers' Club members have become experts in the farming business. They are now leaders or role models to all those 45,000 farmers who follow the Abhinav Model across Maharashtra and in some parts of Gujarat, Madhya Pradesh and a few other states. Many farmers are now receiving training at our Farmers Training Centre. At present 257 farmer groups from 30 districts of Maharashtra State are part of the Abhinav family.

My team members are also helping and mentoring NAAM Foundation (set up by Nana Patekar and fellow Marathi actor Makrand Anaspure for donating money to drought-affected farmers) and its initiatives, especially in areas prone to farmer suicides in Maharashtra. I suggested giving cows to farmers instead of money, which NAAM Foundation agreed to, and I also helped make available around 2300 Deshi Gir Cows.

Are you collaborating with the ATMA program?

Since 2010-11, many of our farmers have participated in the ATMA programmes such as trainings, exposure visits, demonstrations, women training programmes, etc. Many of our farmers, including me, have also participated as master trainers in some of the trainings. I am also a member of the Farmers Advisory Committee set up by ATMA at the block, district and state levels.

What is the Vision of Abhinav Farmers' Club?

The Abhinav Farmers' Club's motto is to provide poison-free food to all. We train farmers in producing quality food – including sowing, management, post-harvest handling, packaging and marketing. Proper packaging ensures that our products remain fresh and reach their destinations without any damage. Our current annual turnover is between INR 25-30 crore. Every farmer in the group earns around INR 1000 per day and some of them even earn upto INR 8,000 to 10,000 per day. Our vision is to ensure at least a minimum income of INR 1000 per day per family from one acre of land.

Finally, what type of extension services are farmers looking for and how should it be organized?

Farmers need problem-solving advice at their fields. Extension needs to be farmer centric wherein 80% of the trainings should be practicals oriented. Farmer schools should be established at farmer fields only. Marketing should be an important component of extension; the focus should be on enhancing income through production and marketing. Farmers have very little say in how extension is organized currently. Providing a seat to farmers at advisory boards and committees is good, but the government must ensure that only genuine farmers with a proven track record of community engagement are appointed to these positions.

Source: *Ranadive 2016*

To see video use the link: https://www.youtube.com/watch?v=wra4UdA0Zqo

Tools

Tool 1

Write reflection and evaluation into the programme.

Then it will be harder to forget it or leave it out. Consider emphasizing reflection. Allow enough time. Evaluation is usually squeezed in as an afterthought. Discuss how much time you think you need, and then double it.

Tool 2

Evaluations

Can be written or spoken, public or private, open-ended or closed group, or individual authored, or anonymous, and/or combined in various sequences.

Tool 3

Step Forward or Back - for facilitator evaluation

All stand in a line.

As each activity, session, dimension or experience is named, they step forward for positive responses or backwards for negative, to indicate their assessment.

Dimensions can include, for example, gender sensitivity, the language used, the teaching/learning techniques, the environment, incidents or the facilitation.

The question against which the assessment is made needs to be specific, for example: 'Did you feel empowered, or disempowered, by …?';

'How much did you learn from …?'.

Tips and Options

Recording needs to be done very attentively.

One person can count those who step back, and another those who step forward, and by how much, for each item.

A less active variant is thumbs up, thumbs down, and wiggling thumbs for unremarkable. .

(Source: Pike and Selby citing Cover et al. 1997).

Ask participants what the criteria should be.

*(**Source:** Concept Group at the First Global REFLECT Conference, Puri, Odisha, India, November 1998)*

Source: *Chambers 2003*

Tool 4

Appreciative Story Telling

Aim of the tool: To document good practices in an organization and to increase positive sharing, coherence and pride among stakeholders

When to use it: Connection phase

What is Appreciative Story Telling?: 'Appreciative story telling' is a tool which encourages participants to take a positive perspective by rediscovering and reorganising what is going well rather than focusing on problems. We use it in various phases of a multi stakeholder platform (MSP), but primarily in the connection phase, where stakeholders interview each other about their contribution to the MSP. As a tool, appreciative story telling is part of the Appreciative Inquiry Approach, a problem solving method pioneered by David Cooperrider of Case Western Reserve University in the mid-1980s. 'Appreciative inquiry' is a strategy for purposeful change. It identifies the best of 'what is' to pursue dreams and possibilities for 'what could be'.

Why develop appreciative story telling?: The appreciative approach involves collaborative inquiry. This involves interviews and affirmative questioning to collect and celebrate good news stories. The idea is that each stakeholder knows his or her story better than any outsider. The facilitator's role is to ask questions that bring forth the understanding required to find solutions from the perceived problems. Discussion based on facts and directives can lead to opposition and resistance. Stories, on the other hand, open up non-adversarial dialogues, yet allowing any existing source of conflict and paradox to emerge without defensiveness or vulnerability.

Appreciative story telling - step by step

Participants are asked to interview one another to collect positive stories on a specific topic relevant to the MSP. To use this tool, interviewing skills are necessary so as to draw out a story. The interviewers need to listen with intent in order to identify 'the best of what there is'. It is important that stakeholders are able to articulate their stories and are being listened to. But it is equally important that the group reflects together on the implications of those stories, and that stories are documented.

Examples of appreciative questions:

Best experience. A time when…

- What do you value about… yourself, your work, and your organisation?
- What do you think is your organisations' core life-giving factor or value - that which if it did not exist would make your organisation totally different from what it currently is?
- If you had three wishes for this organisation, what would they be?

Source: http://www.mspguide.org/tool/appreciative-story-telling

Tool 5

Evaluation Wheel (about 30-40 minutes)

Aim of the tool: Joint reflection on what has been achieved, speak about what is still needed, and create commitment to make the next steps happen.

When to use it: The commitment stage, when decisions should be made and actions need to be agreed upon at the end of the event.

Short participatory evaluations at the end of an event:

Step 1: Form groups and ask each group to come up with two topics that they would like to evaluate. Topics to be evaluated can be anything: results, content, facilitation, material, logistics, etc. In the first round ask ONLY one topic from each group. If the same topic is mentioned by more than one group then select it and write it up on a card. Do a second round and ask for any NEW topics that may not have been mentioned yet. Select five cards with topics that are mentioned by more than one group of participants

Step 2: Make the evaluation wheel: A big circle on a flipchart with five lines from the middle. Add the five topic cards at the end of the lines. Add scoring at each line: 0 (no results) in the middle; 100 per cent at the circle, 50 per cent at the half way mark. You may add 25 per cent and 75 per cent to help in scoring.

Step 3: As a group (so no names!) everybody ticks with a marker her/his score for each of the five topics.

Step 4: Afterwards the facilitator shows the results (make a cloud around each group of scores) and asks one representative from the high level and one representative from the low level why he/she scored there. Note down these comments.

Source: *http://www.mspguide.org/tool/evaluation*

Tool 6

Living line (about 20 minutes)

Step 1: Make space to create a line where all participants can stand in a line. Put at one side a card with a smiley face and '100%'; and at the other extreme a sad looking face with '0%'.

Step 2: Explain that everybody has to score for himself/herself somewhere along the line.

Step 3: You can put the objectives on the PPT screen and ask for each of them that they position themselves on the line according to their scoring. Each time after scoring a topic conclude on the scoring ("we are standing between X% and Y%"), and ask one representative from the two sides why they are standing there. Note down these comments.

If time allows, ask them if they would like to evaluate anything else.

Round of +/- (about 20 minutes)

Step 1: Make a circle of chairs and arrange the flipchart so that it is clearly visible for everybody.

Step 2: Ask people individually to reflect on one positive element they have at the end and one recommendation for improvement or other suggestion to improve on for the next event (5 minutes).

Step 3: Make a round of the group and note in two columns the + and – on a flip chart. If the same issue is mentioned multiple times: add an extra '1' next to that issue.

Step 4: At the end make a short summary by stating the issues that have been mentioned the most.

Surce: *http://www.mspguide.org/tool/evaluation*

Tool 7

Creative representation (about 30 minutes)

Step 1: Make groups of 4-6 people. Ask each group to discuss and summarise the main things that they have learned and the issues they encountered at the end of the event – in 5 minutes maximum.

Step 2: Each group then looks for materials in the room which they can use to illustrate the things that they have learned. Objects for this demonstration process can be basically anything available at the venue. (10 minutes)

Step 3: After 10 minutes, take a round and each group presents their perspective (about 15 minutes). Make pictures for the report and notes on what the groups shared during their presentations.

Tool 8

Partnership Agreement

Aim of the tool: Manage expectations, avoid misunderstandings, and clarify commitments in order to encourage collaboration between participants of a MSP.

When to use it: In the co-creation stage, when ideas for joint activities are defined and take shape.

What is a Partnership Agreement?: Partnership Agreements need to be developed at an early stage of a collaboration to avoid misunderstanding. This is not a contract, as it is not legally binding. Rather this is an agreement developed between stakeholders as equals. It outlines their agreement to cooperate, and states explicitly the interests of each stakeholder. Legally binding contracts may be made later as organisations enter into complex implementation arrangements or handle large amounts of funding.

How to draft a Partnership Agreement: The process of drafting a Partnership Agreement is, in itself, a powerful instrument to bring assumptions that stakeholders have to the forefront. Often parties are a bit unspecific in their intentions for collaborating in the initiation phase, but when the partnership matures it is necessary that things get more specific and clear.

Partnering Agreements can also be reviewed by stakeholders if there is a significant change in their situation, such as the departure or arrival of a new collaborator, or a substantial shift in the context. Such a regular review process can, by itself, be a good way to monitor the health and relevance of the partnership.

Source: Anandajayasekeram et al. 2009

Exercises

Exercise 1

Divide participants into groups. This can be done either as a card exercise or a group exercise.

Show the participants the following videos (can vary from one each for a group of 4-5 or one for all the participants).

1. Watch #SowTheFuture Episode 4, where Dnyaneshwar Bodke, the chief volunteer of Abhinav Farmers' Club sheds some light on collective farming. This initiative showcases the best farm practices and techniques, for the larger benefit of the entire farmer community along with the example of brokering linkages and partnerships established by Bodke.
   Video link https://vimeo.com/305925219

2. Here's a video which narrates the journey of BIWAL (Bundelkhand Initiatives for Water, Agriculture and Livelihood).

This video talks about the BIWAL approach to drive water, income and livelihoods security in the villages of Bundelkhand. The video gives an account of the restoration and rejuvenation of local ecosystem against the backdrop of a collaborative setting – of civil society actions, deep community engagement, strong government collaboration and facilitative partnership with CSR, local and district administration.

Video link: https://www.youtube.com/watch?v=SUaGdh1sOC8

After watching the two videos ask them to deliberate on the following questions:

- What is it that they have learnt from the videos?
- Are there similar examples from where they work?
- What competencies are needed to be able to establish such linkages?

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Unit IV: Facilitating Innovation Platforms

Objectives

- Provide an overview about the process of facilitation and coordination in innovation platforms;
- Demonstrate the application of a few tools for facilitating mutually beneficial multi-stakeholder engagements.

Introduction

Innovation is needed to tackle the rapidly changing needs of farmers, agri-businesses and other service providers including those engaged in research, extension and policy, as the external environment influencing agriculture is changing rapidly. Farmers' needs are not static and the time scale of change is also diminishing. A single organization often cannot achieve complex development goals on its own while also being efficient and cost-effective. Organisations therefore need to engage in a process with multiple stakeholders to identify and implement effective steps to address these challenges.

Multi-stakeholder platforms (MSPs) are an important part of any capacity development mediation. If organised well, these platforms can help develop individual as well as organizational capacities and enhance the quality of policy processes through effective mobilization of stakeholders at different levels. MSPs should be regular mechanisms which bring together appropriate actors (e.g., research and extension agencies, producer organizations, NGOs, private sector and other state agencies) to address specific challenges. Such platforms can foster knowledge exchange and promote joint decision-making and collaboration in a continuously evolving way.

There are many types of MSPs according to their:

- composition: various actors (e.g., public or private organizations, business-oriented organizations, non-profit organizations, research institutions) can lead or engage in the platforms depending on the challenge;
- purpose: these may include policy formulation or revision, project or programme design, knowledge sharing, partnership-building or value chain development;
- topic: they may address, for example, food and nutrition security, climate change, investment planning, rural development or natural resource management;
- scale: operations may occur on local, national, regional, global, or sub-sectoral levels; and
- time-horizon: they may occur over the long, medium or short term.

An innovation platform is one type of MSP. Moving beyond the usual triad of farmers, extension and research, innovation platforms reach out to a wider group of stakeholders to generate change. By joining forces in innovation platforms, stakeholders can generate innovation by combining their indigenous knowledge, business interests and organisational skills. Innovation platforms deliberately enhance interactions among stakeholders to change the way their organisations function and collaborate with others (Nederlof et al. 2011).

Discussion

Innovation is about putting ideas that are new to a certain location into practice, and in this way changing the state of those living in this area for the better. These 'ideas' can be a new way of irrigating a field (i.e., a technology), a new way of organizing women farmers to bulk their produce (i.e., an organizational innovation), or a new policy that supports smallholders in getting bank loans (i.e., an institutional innovation). In agriculture, innovation often involves a combination of these different types of changes. For example, a new way of diverting water into fields requires that the farmers organize themselves into water use associations, which must in turn be supported by the local authorities. Innovation systems are not always self-organising. Innovation platforms are tools that help stakeholders to interact in a concerted manner (Posthumus and Wongtschowski 2014.). Innovation is stimulated when multiple actors (farmers, producer organisations, NGOs, extension and advisory service providers, traders, agro-dealers, researchers, policy makers) interact and share their ideas, knowledge and opinions in order to come up with new solutions.

Innovation platforms can be used by advisory services and other actors as a means to bring different actors together to discuss and negotiate collective or coordinated action. It is a space for learning, action and change where stakeholders (individuals and representatives of organisations) from different backgrounds with different types of expertise and interests, congregate to discuss and deliberate on solutions for problems or challenges identified by them.

Innovation platform refers to a set of stakeholders bound together by their individual interests in a shared issue, challenge or opportunity, who intend to improve livelihoods, enterprises and/or other interests. It is made up of various actors who cooperate, communicate and share tasks to carry out activities needed for innovation to take place (FARA 2007). There are three categories of stakeholders:

- Primary stakeholders: People or groups that are directly affected by the intervention (targets and beneficiaries of the intervention);
- Secondary stakeholders: People or groups that are indirectly affected by the intervention (directly involved with or responsible for beneficiaries or targets of the intervention); and
- Key stakeholders: People who are important within or to an organization, agency, or institution engaged in an effort (in other words, people who can devise, pass, and enforce laws and regulations that may either fulfil the goals of the effort or directly cancel them out (GFRAS 2016).

- A **stakeholder** is a person, or group of persons, with an interest or concern in a particular process due to direct or indirect involvement.
- **Stakeholder analysis**: Understanding stakeholders and their stakes is achieved through a process of **stakeholder analysis.**
- **Stakeholder dialogue** is an interactive, working, communication process that involves all types of stakeholders in decision-making and implementation efforts.

Innovation platforms are made up of various actors who communicate, cooperate and share tasks to carry out activities needed for innovation to happen.

There are a few principles that are important for the formation of Innovation Platforms (some of them are the same as that for forging partnerships as mentioned in Unit III):

- Diverse composition of stakeholders who respect each other and are committed to the platform;
- Change resulting from the innovation should benefit multiple members;
- Exchange and learning should remain central;
- Systems for ensuring transparency and accountability must be in place.

Platforms can exist at multiple levels, be it local, regional, state or national. Local platforms, for example, tend to address specific problems or opportunities such as improving the efficiency of a specific value chain. Local platforms are well-placed to test new ideas and generate action on the ground. Platforms at national or regional levels often set the agenda for agricultural development, and allow stakeholders, including farmers through their representatives, to influence policies (for example, Fodder Innovation Project). Linking platforms at different levels offer several benefits such as: sharing successful ideas, empowering local actors to influence policy, fostering dialogue in policy making, developing value chains, and increasing legitimacy and learning (GFRAS 2014). Some of the objectives: for facilitating innovation platforms are listed below (Box 8).

Box 8. Objectives: for facilitating innovation platforms

- Developing individual and organizational capacities so as to be able to deal with dynamic challenges and opportunities;
- Catalysing self-organization and empowerment to enable articulation of needs;
- Developing and spreading technical and social innovations in a process of joint learning;
- Linking individuals and organizations to external service providers, market sources of innovation in order to create functional innovation systems.

Source: *Dror 2016*

Facilitating Innovation Platforms

Facilitation of the innovation platform can be handled by either an insider or an outsider. These could be the innovation brokers. However, they need to be sufficiently rewarded and recognized by organizations. Another aspect that needs close attention is that local knowledge must be recognized within the platform as an important contributor to innovations. There should be mechanisms for utilizing participatory methods to elicit local knowledge. The platform should also support and enhance social learning among stakeholders and stimulate discussions and self-reflection throughout its life cycle. It should also build in a mechanism for dealing with failures. One such example is illustrated in Box 9 below.

Box 9. Learning from failure

In Tanzania, the Research Into Use (RIU) programme hired a private advisory services company - MUVEK Development Solutions Ltd - to establish and co-ordinate an innovation platform. It selected indigenous chicken as its main focus because it is kept by both men and women of all ages, is less dependent on agricultural seasons, provides quick returns throughout the year, and it requires minimum resources for investment. However, MUVEK Development Solutions Ltd faced difficulties in getting partners to work together. This led MUVEK to change its strategy. Instead, it moved towards acting as a broker of bilateral contacts and interaction in what was found to be a more flexible and efficient set-up.

Source: *Nederlof et al. 2011*

Designing Innovation Platforms

Key steps in designing innovation platforms are given below, along with a set of activities and the tools that can be used for each step (Table 9).

Table 9: Designing Innovation Platforms

Steps	Activities	Tool
Step 1:	**Is the Innovation platform (IP) needed?** Analyse the costs, issues at stake and willingness of platform members to work together; Define the topic or theme, and level of operation (block, district, State, etc).	Self-reflective consultations with key partners.
Step 2	**New vs. Existing Innovation Platform** Figure out how the IP could add value to previous partnerships and initiatives; Re-evaluate if a new innovation platform is really needed or if existing multi-stakeholder structures could be used instead.	Interviews with key partners; Stakeholder analysis.
Step 3	**Identify potential platform members** Seek participation from individuals, partner organizations, etc., who could add value; Select the most appropriate actors and align with their interests and concerns.	Stakeholder analysis; Interviews with key partners.
Step 4	**Develop a joint action plan** Joint analysis of problems; Identify entry point activities; Joint action plans.	Meeting workshop used for action planning; Ranking of priorities.
Step 5	**Define roles and responsibilities** Define the platform's governance structure; and General division of responsibilities.	Open discussion at meetings.
Step 6	**Keep partners engaged** Have a clear communication plan for partners	Facilitator to make an additional effort to engage the non-vocal members.
Step 7	**Revisit, re-plan** Check how far the problem has been solved; What has gone right? What hasn't? What are the lessons learnt?	Prioritisation; Action planning (if needed).
Step 8	**Plan for the long term** To plan for meeting the functioning costs of the platform (meeting venues, broker, implementation of activities) in the long run even without external funding (if needed).	Make newer agreements (if needed).

Source: *Posthumus & Wongtschowski 2014*

Coordination

The platform should put in place a well-working coordination body (core group, board or committee) which is accountable towards platform members (and donors, if any). This makes it more transparent and trustworthy. All these governance bodies should have actors by rotation so as to allow them to change roles throughout the process. For instance, in India, the National Dairy Development Board (NDDB) facilitated an innovation platform that tried to address policy-related aspects pertinent to fodder (see the case on Fodder Innovation Policy Working Group in the section on Cases).

For facilitation of innovation platforms, the following principles (Dror 2016) should be kept in mind:

- Build on existing structures, forums and activities as an initial point of the innovation platform;
- Local ownership and participation of all actors is key to the success and sustainability of innovation platform (see case of imGoats in the section on Cases);
- Forming and facilitating the IPs involve rigorous and skilled facilitation and brokering by the process facilitators and involves training and personal coaching;
- Monitoring and evaluation of the effectiveness and relevance of IPs is critical to its impact;
- Linkages/mechanisms need to be established between IPs to augment coordination, sharing and learning.

Tips for coordinating an innovation platform

- Make sure platform members feel part of planning, implementation and discussion of achievements;
- Hold regular meetings, reporting activities;
- Keep it simple and pragmatic;
- Circulate information through e-mail/text messages;
- Organize joint field days to see what other platform members are doing.

Source: *GFRAS 2014*

Facilitating

Facilitating innovation platforms entails a series of actions taken one after the other (Rooyen et al. 2013) as illustrated below.

Establish the innovation platform. Once a problem requiring an innovation process is identified, a facilitator organises an initial meeting of stakeholders. Participants analyse the problem, and additional stakeholders are identified and invited to the next meeting.

Identify issues. Facilitators help members chart a platform's course and define the issues and opportunities it will address. Facilitators may ask for further studies or consultations in order to identify or confirm problems, information needs, or policy frameworks.

Manage meetings. After a platform is set up and the key issues identified, a facilitator organises and manages regular platform meetings. He or she ensures that objectives are reached, and that all members can voice their views. He/she energizes the group or slows it down, as required.

Support activities outside meetings. Much of the innovation process and the platform's work takes place outside formal meetings. The facilitator coordinates these activities by establishing working groups, coordinating allocation of tasks, helping set objectives, and ensuring they are implemented, documented and followed up.

Manage communication. The facilitator nurtures relationships among the members, coordinates interactions, negotiates if needed, and facilitates collective learning

Deal with conflict and power. Stakeholders often perceive others as competitors, so do not share information. The facilitator prevents such power struggles and addresses them if they arise.

Monitor, document and report. The facilitator ensures that meetings and the process are well-documented and reported. He or she reviews periodically to make connections between sessions.

Facilitate and advocate institutional change. The facilitator helps the platform advocate for policy changes, generates new business models, and stimulates new relationships among the actors.

Develop capacities. Although many innovation platforms focus on the immediate job at hand, it is important to ensure that stakeholders learn and develop their capacity to innovate on other topics. The facilitator helps them reflect on innovation processes and their perspectives on them.

Stakeholder Dialogue

Stakeholder dialogue is an interactive, working communication process that involves all types of stakeholders in decision-making and implementation efforts. It involves all interest groups with concern in a two-way communication process and focuses on increasing understanding and relations among stakeholders through the use of communication that enable participants to move forward with implementation plans. Stakeholder dialogue is generative – discourages blame for the past and creates a shared future (World Bank 2007).

Change can be triggered both within the organisation and the stakeholders by engaging in a dialogue or symmetrical communication. Organizations can seek to be influenced, and influence other stakeholders by:

- Engaging frequently and systematically with stakeholders to determine mutually beneficial action;
- Creating two-way communication channels (dialogue) to achieve mutual understanding and rational agreement or consent;
- Not having policies which dictate transactions with stakeholders;
- Involving stakeholders in negotiations rather than imposing initiatives on them. Inviting stakeholders to explore their concerns about initiatives (making changes along the way); and
- Reaching out to silent stakeholders and forming partnerships with stakeholders early on (World Bank 2007).

Every sector has several stakeholders and to select stakeholders appropriate to the objective of the dialogue, one should understand their specific roles and capacities. For instance, in the case of smallholder dairying in Bihar, there are several stakeholders who could be organised under – 1) value chain actors; and 2) enabling environment actors. The value chain actors are those organizations/ agencies that are directly involved in handling of milk and its products. The enabling environment actors include those agencies that play a supporting role for the value chain actors in discharging their roles. The enabling environment actors could be further divided into research actors and development actors. The main roles of these different agencies are given in Table 10.

Dimensions of Stakeholder Dialogue

There are five dimensions of stakeholder dialogue and engagement (Pederson 2006) that define the extent to which a stakeholder dialogue is truly participatory. For a dialogue to be productive and participatory all these dimensions matter:

1. Inclusion – Important groups and individuals affected by the issues need to be part of the decision-making process;
2. Openness – Dialogue should be open so that all stakeholders have a chance to voice their opinions;
3. Tolerance – One opinion should not take precedence over others; no arguments should be considered more valid;
4. Empowerment – Stakeholders should feel that they have the ability to affect the structure, process, and outcomes of dialogue. Stakeholders will be less committed if they sense an imbalance of power;
5. Transparency – Stakeholders involved in the dialogue should be provided timely information in order to make decisions and implement outcomes.

Factors affecting Stakeholder Dialogue

Even when there is an intention on the part of facilitators to hold a productive and participative process, there may still be factors that influence the quality of stakeholder dialogue. The following factors are crucial for stakeholder dialogues:

- Commitment – There must be a willingness to give priority and resources to the issue at the heart of the dialogue. Additionally, key persons must be committed to planning and implementation of decisions.
- Capacity – Refers to the physical, organizational, and human resource available for stakeholder dialogue. Organizations with more resources may have more capacity for dialogue. However, even when organizations have capacity it does not mean they are eager.
- Consensus – A precondition for dialogue is that there has to be some shared values, preferences as well as shared interest in the outcomes of the dialogue. There must be consent between participants in the dialogue and implementing agents.
- Consciousness – Organizational leaders must assist in the implementation of stakeholder dialogue. Dialogues need to be integrated into the organizational system as opposed to something irrelevant. There should be a plan to convert stakeholder dialogue into action (Pederson 2006).

Strategies for Stakeholder Dialogue

While multiple stakeholder dialogues apparently seem to be a panacea to working in silos and present a chance for participative and integrated decision-making, these can prove to be challenging. Organizations need to learn how to manage their stakeholders based on what type of stakeholders they have and the type of strategies that can be adapted for managing each type (Table 10).

Table 10: Actors in the smallholder dairy innovation system and their roles, Bihar		
No.	**Actors**	**Roles relevant for smallholder dairying**
I.	**Value chain actors**	
1	**Milk vendors**	Procure milk directly from farmers in the morning and make payment on a monthly basis. They supply the milk either to sweet makers or private dairies.
2	**Cottage processors**	Procure milk directly from producers and they produce milk products, such as *paneer, channa and khoa* from milk.
3	**Sweet makers**	Procure milk from vendors daily based on the daily demand and they make the payment to vendors based on the yield of *khoa* they get from milk.
4	**Cattle owners**	Maintain cattle and produce milk from cattle. They supply milk to various agencies, including vendors, cooperative dairy collection centres, sweet makers, cottage processors, etc.
5	**Input dealers**	These local-level entrepreneurs sell different inputs required for cattle production, such as fodder, feed, medicine, etc.
6	**Private AI workers/ para vets**	About 4500 private AI (Artificial Insemination) workers in the state provide breeding and different livestock health services. They collect frozen semen and other inputs from different agencies and provide services at the doorstep of farmers.
7	**The Bihar State Milk Co-Operative Federation Ltd (COMFED)**	Biggest organized player of the dairy sector in the state. About 16% of surplus milk produced in the villages is procured through nine Unions spread over 38 districts. Sell processed liquid milk, milk powder and other dairy products and sets milk price. Provide AI services and vaccination services through their staff and trained self-employed personnel; supply adult cattle feed and bypass protein feed produced in its cattle feed plants, and organise regular training of milk producers and office bearers of management committees of DCS.
8	**Anuj Dairy**	An important private sector dairy, involved in collecting milk from farmers. Leading manufacturer and supplier of dairy products in the private sector marketing its range of dairy products under the 'RajFresh' brand name.
9	**Ganga Dairy**	An important private sector dairy, involved in collecting, processing, and selling milk and milk products under the brand name 'Amrit'.
II	**Enabling environment actors**	
A.	**Research actors**	
1.	**ICAR Research Complex for Eastern Region (ICAR-RCER), Patna**	Conducts adaptive research focussing on farming system improvement. Has undertaken research on farmer friendly low-cost feed formulations.
2.	**Bihar Veterinary College**	Produces Veterinary graduates & postgraduates, organises trainings for veterinarians and carries out research in different areas related to animal husbandry. Undertakes limited diagnostic, health care, training and extension activities.
3.	**Sanjay Gandhi Institute of Dairy Technology (SGIDT), Patna**	Conducts undergraduate and postgraduate programmes in dairy technology, organises short-term training for dairy farmers and carries out research on dairy science and technology issues.
B	**Development actors**	
1	**Directorate of Animal Husbandry (DoAH)**	Mainly focussed on animal health (disease reporting, diagnostics, control and prevention/treatment) and animal breeding programmes; has a network of 39 hospitals, 783 veterinary dispensaries and 1595 first aid centres. Undertakes limited extension and publicity activities.
2	**Directorate of Dairying (DoD)**	DoD plans, monitors, supervises and implements different dairy development programmes mainly through COMFED. It also organises demonstrations on green fodder, supports establishment of dairy cooperative societies and AI centres.

4	**Institute of Animal Health & Production**	Vaccine production-cum-Referral Diagnostic Institute under DoAH. Responsible for production, research and quality control of vaccines in the State.
5	**BAIF**	Provision of paid AI services through their network of cattle development centres (CDS) and implements specific livestock development projects.
6	**JK Trust**	Provision of AI services through their staff.
7	**Jeevika (Bihar Rural Livelihoods Programme)**	The state component of the National Rural Livelihood Mission (NRLM) was implemented with a focus on social and economic empowerment of the rural poor, especially women. Has established SHGs of women which are federated at village and cluster levels. In some locations they promoted collectives of women for pooling milk to supply to COMFED.
8	**NABARD**	Nodal agency for providing loans for implementation of Dairy Development Entrepreneurship programme, a central sector scheme implemented by the Department of Animal Husbandry, Dairying & Fisheries (DAHDF).
9	**Commissioner, Food Safety, Department of Health (DoH), Government of Bihar**	Food Safety Officers under the Commissioner, Food Safety at the State level collect fresh milk samples from vendors, cooperative milk collection centres, and processed milk from COMFED and test the same for its adherence to food safety standards.
10	**State Drug Control Authority Department of Health (DoH), Government of Bihar**	State Drug Control Authority under the DoH is responsible for regulating the manufacture, sale and distribution of drugs, including veterinary drugs and vaccines.
11	**Udyog Mitra, Department of Industries (DoI), Government of Bihar**	*Udyog Mitra* under the DoI support potential entrepreneurs who plan to set up all types of industries, including food processing industries by providing technical guidance in the form of relevant project profiles and policy information.
12	**State Investment Promotion Board (SIPB), Department of Industries, Government of Bihar**	State Investment Promotion Board (SIPB) under the DoI is responsible for assessing and approving investment proposals (including food processing) in the State.
13	**Bihar Academy of Management on Extension Training Institute (BAMETI)**	State-level training agency engaged in training officials of various agencies involved in agricultural development including staff of DoAH.
14	**Bihar Livestock Development Agency (BLDA)**	Manages one frozen semen bull station; On behalf of the State Government, procures frozen semen and liquid nitrogen from agencies outside the state for distribution to government-run AI centres.
15	**Bihar Veterinary Association (BVA)**	BVA is an association of veterinarians across Bihar and represents the concerns of veterinarians with regard to livestock development on different platforms.
16	**National Dairy Development Board (NDDB)**	National Dairy Development Board has sanctioned 14 sub-projects with a total outlay of INR 258 million for Bihar, comprising INR 252 million as grant assistance and INR 6.6 million as share of End Implementing Agencies (EIAs). These 14 sub-projects are implemented for the following activities: Fodder Development (FD); Ration Balancing Programme (RBP); and Village Based Milk Procurement System (VBMPS).
17	**Department of Civil Supplies**	Responsible for quality control of feeds using BIS standards for animal feed.

Source: *Sulaiman 2015*

The box below illustrates the seven principles that facilitator(s) should be cognizant of while managing stakeholders (Box 10).

Development of collective and shared goals

Once the stakeholders have been identified, there must be a meeting where their diverse interests can be put together to form a collective and shared goal. Successful multi-stakeholder engagements have clearly articulated shared vision, mission and goals. The goal should be the reason and incentive for the stakeholders to work together despite their different interests. The key question to guide development of a shared goal is: What outcome do we hope to achieve by the proposed development intervention or in addressing a developmental issue?

This is normally achieved through consensus. A shared goal may emerge from a shared vision and mission, and within the goal, you can develop specific objectives, which address the key elements of the development issue being addressed.

The goal, however, should be broad enough to embrace the diverse interests of the different stakeholders.

- **Goal**: The purpose or intention of the multi-stakeholder arrangement.
- **Collective and shared goal**: A situation or condition that is the desired result of the intervention and is agreed upon by all participating stakeholders.
- **Vision:** A description of the ideal future that the multi-stakeholder engagement will work to achieve over time.
- **Mission**: Clearly defines the 'who, what, how, and why' of the multi-stakeholder arrangement.

Box 10. Principles of Stakeholder Management

1. Acknowledge and actively monitor the concerns of all legitimate stakeholders, and take their interests appropriately into account in decision making and operations;
2. Listen to, and openly communicate with, stakeholders about their respective concerns and contributions, and about the risks they assume because of their involvement with the organization;
3. Adopt processes and modes of behaviour that are sensitive to the concerns and capabilities of each stakeholder constituency;
4. Recognize the interdependence of efforts and rewards among stakeholders, and attempt to achieve a fair distribution of the benefits and burdens of organizational activity among them, taking into account their respective risks and vulnerabilities;
5. Work cooperatively with other entities both public and private, to ensure that risks and harm arising from organizational activities are minimized, and where they cannot be avoided, appropriately compensated;
6. Avoid activities that might jeopardize inalienable human rights or give rise to risks that, if clearly understood, would be patently unacceptable to relevant stakeholders;
7. Acknowledge the potential conflicts between (a) their own role as organizational stakeholders; and
8. (b) their legal and moral responsibilities for the interests of stakeholders, and address such conflicts through open communication, appropriate reporting and incentive systems, and where necessary, third party review.

Source: *Clarkson Centre for Business Ethics 1999*

Specific objectives have to be SMART

- *Specific – Concrete, identifies what will change for whom;*
- *Measurable – Able to count or otherwise measure activity or results or conceptualize if using qualitative methods;*
- *Attainable/Achievable – Reasonable and feasible with given resources;*
- *Relevant – Relates to the overall goals of the programme; and*
- *Timely – Can be achieved within a specified period of time.*

Source: *GFRAS 2016*

Tips for effective stakeholder dialogue

- *Key stakeholders should be involved in designing the dialogue and coordinating the process.*
- *Conducting a Stakeholder Mapping exercise will ensure that you do not miss any important groups affected by the issue at hand. Select people at approximately the same level of authority and keep a gender balance.*
- *Local facilitators should have had prior training in facilitation techniques and use the local language. They should make sure women have a voice and that the meeting is truly participatory.*
- *Having a permanent platform for multi-stakeholder consultations will ensure that the benefits of MSPs continue beyond the scope of the project or programme.*
- *During meetings, minimize long plenary presentations by experts and maximize group work and discussions. Different people should have the opportunity to take the floor and report back to plenary.*
- *Stakeholders often have different, sometimes even conflicting, goals and objectives. MSPs can be used to find common ground and build a shared vision for the future.*
- *Once you have identified your stakeholders, you must develop collective and shared goals, and build trust and accountability.*

Limitations

Key limitations of innovation platforms are lack of funding, irreconcilable conflicts between partners, and unfavourable changes in the institutional and political context that frequently lead to the disintegration of established innovation platforms. For example, several successful innovation platforms were disbanded because the structures of participating stakeholder organisations collapsed, or because of major external shocks destabilising the production chains. Likewise, the lack of sustainable funding for the innovation platforms, coupled with the inability of players to build platforms that are resilient and relatively independent of external funding, have been major factors behind recurrent failure or collapse. Experience shows that public funding for development programmes is never sustainable and the case of innovation platforms is no exception to this rule. Though there is a lot of interest in innovation platforms among researchers this hasn't been an important strategy in extension practice.

Conclusion

Innovation platforms and multi stakeholder engagements have a great potential to instigate changes in the behaviour of the platform members, which has the potential for achieving large tangible impacts in the long term if coordinated properly. However, a lot depends upon the quality of the facilitator(s) who is tasked with ensuring that these forums deliver on their purpose, are inclusive, and work for the good of the collective and the unreached, and each participant benefits from having been a part of the platform.

Cases

Case 11: Lessons from the Fodder Innovation Policy Working Group (FIPWiG)

FIPWiG was initiated to be an interface with policy as part of the Fodder Innovation Project implemented by the International Livestock Research Institute (ILRI) with financial support provided by the Department for International Development (DFID) during 2007-2010. UNU-MERIT, CRISP, IITA and ICRISAT were the major partners in this project. It was promoted as having both an advisory and promotional role — raising issues for the project to address and promoting lessons and principles emerging from the pilot sites. Project leaders hoped the group would link the project to a policy-level debate on fodder innovation and would act as a mechanism for system wide institutional and policy change. In India the project approached the National Dairy Development Board (NDDB) — an apex organisation in the dairy-livestock sector — to host FIPWiG in India. In Nigeria, in the absence of such an agency, selected individuals/intellectuals who were influential in livestock policy and practice were brought together to form the group.

The first FIPWiG meeting was held at the National Dairy Development Board (NDDB), with the agency's chairperson and staff in attendance along with representatives from the country's Planning Commission, Ministry of Agriculture (Department of Animal Husbandry), the Indian Council for Agricultural Research (ICAR), NGOs, co-operative milk unions, and the Key Partner Organisations (KPOs) involved in the project. The project team presented the rationale of the project and the policy working group shared FIP's progress of the project thus far. A similar meeting was held in Nigeria, with representatives from the Federal Department of Livestock and Pest Control Services, Agricultural Research Council of Nigeria, National Animal Production Research Institute, KNARDA and key partner organisations in attendance. Participants in the workshops in both countries appreciated the importance of such a forum in linking research results to policy. They also provided feedback on how to link project outcomes to existing and future initiatives of the respective governments and what additional sets of activities needed to be undertaken for policy-level impact. FIPWiG members also agreed that there was a need to support and strengthen the existing field experiments beyond the project period in order to generate substantial evidence that could influence policy. In India, the working group asked the project team to broaden its evidence base by looking at other cases of fodder innovation. The project responded to this request by undertaking two additional case studies on topics identified by FIPWiG.

In Nigeria, the working group contended that FIPWiG could have had a greater impact on policy if it had been set up right from the beginning instead of meeting toward the end of the project. Its members also asked the KPOs to link their efforts to existing government programmes in order to strengthen and sustain these initiatives beyond the project period. The project could not organise a second FIPWiG meeting because of time constraints. However, in India the project presented the results of additional case studies to the NDDB chair, who expressed a desire to link the project team with a forthcoming exercise to prepare the National Dairy Plan.

Source: *Reddy et al. 2013*

Case 12: Innovation platform in India and Tanzania (Video)

This animation describes how ILRI-supported innovation platforms have helped to improve smallholder milk production in Tanzania and India through the MilkiT project. The script was authored by Thanammal Ravichandran, Brigitte L Maass, Paul Mundy, Alan J Duncan and Peter G Ballantyne. http://hdl.handle.net/10568/76261

https://www.youtube.com/watch?v=TixclqdQlb8

Case 13: Towards self-facilitation; The imGoats project in India and Mozambique

The imGoats project on goat production and marketing in India and Mozambique used innovation platforms to help goat producers, small-scale traders and input and service providers improve goat value chains. Two international NGOs (BAIF in India and CARE in Mozambique) took the lead, but the platforms were meant to become self-managed. In Mozambique, members elected a team of value chain actors to take over the facilitation of the platforms, while in India community animal health workers volunteered to do so. Although they gradually took over responsibilities for facilitation and coordination, they faced two big challenges: linking different actors outside the platform, and strategic networking with government agencies. Especially in the initial stages, they needed support and capacity development from the project managers. More: http://imgoats.org

Some learning from this project

- Improvement of animal health services through collaboration with NGOs to train animal health service providers at village levels whilst ensuring technical backstopping by the Animal Husbandry Department;
- Encouraging organization of farmers through the establishment of producer groups, federations or cooperatives;
- Establishment of innovation platforms should be encouraged to ensure improved communication between value chain actors;
- Improvement of breeds — though important — should not come before improvements in health and feeding;
- Endorsement of establishment of markets at district level to encourage smallholder involvement; and
- Ensuring that any production improvement is linked to improved sales of animals to minimize possible negative impact on the environment.

Tools

Tool 1

Stakeholder Mapping

This tool can be used during the orientation or planning phase for an organizational assessment, and when initiating a multi-stakeholder process. It is a map that plots stakeholders by their power and by their active or passive support or neutrality to the change process. It helps to identify the groups and organizations that will be affected by the organizational changes, or that have the ability to have an impact on the change process

How to use it:

To build the map, you need to analyse the stakeholders according to the following categories:

Stakeholder power - Stakeholders all have power, whether it is the formal power invested in a position of authority or the social power of being able to persuade others to support or oppose the change process. Those with higher power are likely to be your most useful supporters or most dangerous opponents; thus, a power analysis helps you prioritize your focus on stakeholders.

Active and passive support and resistance - Some people will actively support the change, working long hours to help it succeed. Others will work the other way, actively seeking to undermine your efforts.

If local people take ownership of all stages and levels of decision-making, development activities are more likely to build on local strengths, meet local needs and priorities, and foster self-determination and sustainability.

Source: *FAO webpage http://www.fao.org/capacity-development/resources/practical-tools/capacity-assessment/stakeholder-mapping-tool/en/*

Tool 2

Socratic questions

This tool can be used when initiating dialogue to facilitate organizational change (in the orientation phase). This tool uses the Socratic method, which is named after the Greek philosopher Socrates. It emphasizes the use of thought-provoking questions to promote learning (instead of offering opinions or advice). Socratic questions are probing and open-ended; they encourage creative ideas and self-discovery.

This method should be used during brainstorming or meeting sessions around a set of specific, strategic, open questions that encourage reflection and imagination rather than simple 'yes' or 'no' answers. Examples of suitable 'open' questions include the following:

Questions that clarify organizational goals: What would you like to see happen in this organization? How would you like the change to occur? Why do you want this change? What do you want to change? What will things look like in a year if everything goes as planned? What are the consequences of not changing organizational goals?

Questions that clarify motivation for change: Why do you want this particular change? Why do you say that? How will you benefit? Why is this change important? Who will benefit from this change?

Questions that uncover basic assumptions: What are your assumptions about this change process? What other assumptions also could be valid? How do you know that what you believe is true? Why do you believe this change is needed? What do your peers think about this situation? What would happen if..?

Source: *Haneberg L. Organization development. ASTD Press 2005*

Tool 3

Stakeholder identification and visioning

Identifying interests and negotiation for mutual gain **–** OBJECTIVES: The trainees understand ways to engage and involve actors in a multi-stakeholder process.

Introduction - Explain to the trainees that when they want to involve multiple stakeholders in an initiative/ process of innovation they can create eagerness to participate and commit by:

- bringing the interests of the actors on the table; and
- identifying options for mutual gain.

Method - Speaking in the plenary

Development - Together with the trainees, discuss identifying options for mutual gains and identifying interests.

Checklist. Identifying interests - Interests of 'the other';

- Drop your own agenda;
- Be genuinely curious and friendly;
- Ask for the other person's interest: What do you need?
- Ignore expressions on position and ask for the importance behind the view: what makes this important to you?
- Avoid discussing or judging the interest of the other vs. your own interests;
- Reveal your own interests; speak plainly about what you find important and why you want something. This builds trust;
- Avoid talking about your position; share interests;
- Summarize all interests, write them on a flip chart;
- If there are many, prioritize the interests of each person;
- Find common interests;
- Check if others recognize and agree with common interest(s).

Source: *CDAIS 2017; FAO 2013*

Tool 4

Identifying options for mutual gain

Preparation

1. Pick your own case. Make sure you have at least two stakeholder groups whose interests you know. Instruct your group members on their roles.
2. Arrange seating for trainees to sit next to each other (side by side), all facing the flip chart.
3. Have the list of interests visible (without names) on the wall.

Introduction

Agree that you will brainstorm and not decide yet. Clarify basic rules for brainstorming:

- No criticism, every idea is accepted;
- Dream, think out of the box;
- Put time limits.

Steps

Start brainstorming:

- Start by asking for ideas that meet the interest of the others (not own interest);
- Write down all ideas;
- Encourage with gestures, attitude, say… "what else?", "great", "you can do better";
- Ask for ideas that are in everyone's interest.

Improving options

- Ask participants to pick (star) most promising options given the identified interests;
- Try to improve the most promising ideas. Ask "What will help to realise this option?" Plan decision (if needed);
- Set a time deadline to evaluate ideas (on the basis of objective criteria) and decide.

Wrap-up Discuss

Advantage and disadvantage of leading a meeting when you have an interest in the outcome compared with being neutral (facilitator).

Source: *CDAIS 2017*

Tool 5

What is the best approach to avoid deadlock in a meeting?

Think and debate on how to avoid deadlock in a meeting with stakeholders having different positions.

Materials required

- Flipchart with goal;
- Flipcharts with options a-c on the wall distributed around the room.

Steps

1. Explain the situation: You are leading a stakeholder meeting. The stakeholder platform has developed a new type of credit scheme (warranty system for cereals). Now they want to scale up this system and have to decide in which region to scale up first. Two players (bank providing credit and Ministry of Agriculture) are dominating the discussion. Suggestions of others have been dismissed and they have turned silent. So the micro credit provider want it in region X and Ministry of Agriculture in region Y and they are convincing everybody why their idea is the best. A deadlock, and it is proposed that the decision is postponed to the next meeting but some stakeholders indicate that they will not turn up.

. Discussion/Plenary: If you could re-do this meeting what approach would you choose?

3. Ask everybody to come up with advantages and disadvantages of the two options. And then see if one stakeholder changes his/her mind.

- Make everybody vote on what is the best solution for them and then try to improve this solution with most votes so as to make it fit as many interests as possible.
- Organize a brainstorming spell in which every suggestion is taken on board and make a long list of options.

1. Pick the best approach to avoid such a deadlock. Stand in front of the option you prefer.
2. Discuss within the groups why you think this approach is the best.
3. Facilitate discussion in such way that participants discuss how to handle it and what will be the effect of that approach. Start with the smallest group and stand next to them. Then move to other groups. Play devil's advocate. Increase differences to encourage discussion.
4. Summarize the points on which most facilitators agree and disagree.
5. Give your own vision acknowledging correct suggestion on the value of brainstorming.

Source: *CDAIS 2017*

Tool 6

Facilitation – listening skills

Objectives - Facilitators learn to involve multiple stakeholders in an initiative/process of innovation, they can get stakeholders ready to participate by actively listening to them (including summarizing).

Introduction - For people to get committed to a project/activity they first need to be listened to, they want to know what's in it for them, and trust needs to be build (who are you? What is your interest?). Commitment will only come once the activities are commonly defined and these answer common interests.

Method - Role play in pairs. Chairs are arranged in a circle for plenary discussions. Another set of chairs are arranged for pair discussions.

Steps: Let the participants arrange themselves into two lines. Let them find partners by matching the person who is in front of them. Ask one of the lines to come outside with you into the corridor (out of hearing of the other group).

Explain to the group the three stages they will go through as shown below. Stages changes with the clap of your hands. Each pair arranges chairs to face each other.

- **Stage 1.** Let your partner talk, but you don't look into his/her eyes. Look in various places in the room. Act as if you are not interested.
- **Stage 2**. Your partner continues talking. Now try to imitate how he/she moves her arms, hands, legs, in short, his/her posture. Try to get eye contact.
- **Stage 3**. Your partner continues talking. This time, after a few sentences, try to summarize what he/she says. Wait for his/her confirmation. And encourage him/her to continue.

In plenary, analyse the experience of the speaker and listener.

Checklist for active listening

Listen to the other

- Empty your head of any thoughts;
- Be genuinely curious;
- Copy posture or other non-verbal gestures;
- Listen carefully;
- Make eye contact and support with nodding/ making encouraging sounds "aha… I see… etc."

Summarize

- Summarize briefly the content of what was said;
- Use your own words (match tone of voice, type of language);
- Check if your summary is correct. Ask "…is that what you mean?", or "are you saying….?"
- Be silent and wait for answer. Continue conversation, or if summary is not correct, let the other person repeat himself/herself.

a. What is the effect as a listener when you don't have eye contact, or match the body language of the speaker, when you summarize?
b. How does it feel as a speaker? Did you notice the difference in attitude of the listener? What was the effect of these changes to the way you were talking? Did it encourage or discourage you?

Conclusion - By matching body language and summarizing, the other is feeling heard, understood, and trust is built.

Wrap-up

- What is the effect on yourself when you match body language and when you summarize? And the effect on the other?
- How can these skills help us in a setting of negotiation?

Source: *CDAIS 2017*

Tool 7

Asking the right questions

Objectives – Facilitator to learn to involve multiple stakeholders in an initiative/process of innovation; they can get stakeholders ready to participate by asking them the right probing questions.

Introduction - Explain that we have the tendency to start with action planning while other stakeholders are still wondering why they are there, what is in it for them, and who are the other stakeholders.

Method - Speaking in plenary **and** role play in plenary. Chairs set in a circle. This is a role-playing exercise. Each trainee can practice their skills of talking to various levels of people, be it a farmer or a policy maker. In this exercise, the situation is at the farm level. It could be changed to be in a meeting where a policy maker is present.

Equipment required:

- Materials to depict a farm, e.g., a drawing or just simply sitting outside under a tree.
- A hat for the farmer or something to indicate that he is the farmer.

Steps

1. Before the session, identify one of the trainees to act as a farmer. Instruct him/her to act as a farmer who is busy and has no time to talk nonsense with scientists.
2. At the plenary, ask a volunteer to be the scientist. Instruct the volunteer that he/she has a new variety that could be promising for the farmer. He/she is to convince the farmer to set up a trial to try it out.
3. Give the volunteer at least 5 minutes to talk to the farmer. Then ask for other volunteers. Try the exercise with a maximum of three volunteers.
4. The other trainees are observers on the behaviour of the farmer and scientists.
5. Debriefing: How do we attract the attention of a busy individual? How do we get people to engage in our initiatives/projects when they are facing real risks and issues?

Wrap-up - Communication theory of 1st and 2nd position. We often think and act from our own (1st) position and we usually find it difficult to leave our thoughts, our ideas aside, and to really listen to the other and metaphorically get into the other's (2nd) position.

Source: *CDAIS 2017*

Tool 8

Rich picture

One of the most powerful tools we use when facilitating MSPs is rich picturing, and this is a starting point for soft system analysis. It involves stakeholders working together to draw a picture of the situation they are concerned about. Stakeholders coming from different backgrounds can very quickly start to see how their concerns are connected with those of others. All stakeholders can obtain a systemic overview of the situation.

People enjoy working together on a rich picture; it's fun, creates lots of discussion, and often generates much laughter. The process itself helps people to understand each other's perspectives and is a great way to begin the collective analysis needed at the start of an MSP. You can learn more about how to use Rich Pictures to help stakeholders get a better (shared) insight into the system they aim to influence (Source: www.mspguide.org)

Source: *ILRI. 2013. Annual Planning Meeting. https://www.flickr.com/photos/ilri/9017136300/in/photolist-eoUVsM-epR7Jw-eoV4TM-epQxjm-eoURVV-epQJVb-eJP7PE-eoUqRc-eoUXPa-eoUic8-epQP4d-eJP5aC-eJPamG-eoUNWg-eJPbtf-eoUF1n-eoV1b8-eoUKDp-eoUysB-epQAbC-eJP6mJ-epQZZs-epQGdf-epRjWJ-eJH6wD-eJP2nG-eJGWE8-eJP8z9-epQQVs-eoUGQP-epRnb9/*

Tool 9

Talking stick

Method: The 'talking stick' or 'speaker's staff', is an instrument of indigenous democracy used by many tribes, especially native people of the northwest coast of North America. The talking stick may be passed around a group or used only by leaders as a symbol of their authority and right to speak in public. We use it as a tool to share reflections. In our daily work we are used to having discussions, debates, ask critical questions and to react to each other. With this method we invite a different way of sharing: try to really listen and just share what is on your mind or in your heart. The group sits in a circle, and the talking stick is passed around the circle from participant to participant. Every person shares his/her key insight or lesson learned from the day before. You can also allow for unfinished thoughts to be shared, or dilemmas, or feelings that were evoked, etc. Only the person that is holding the stick is allowed to speak and share one thing; everyone else listens. There is no discussion nor dialogue. This enables all those present in the circle to be heard, especially those who are more shy. Mention at the beginning how long participants can speak for (e.g., 1 minute or 1 sentence) to ensure that everyone gets a chance to speak within the time available.

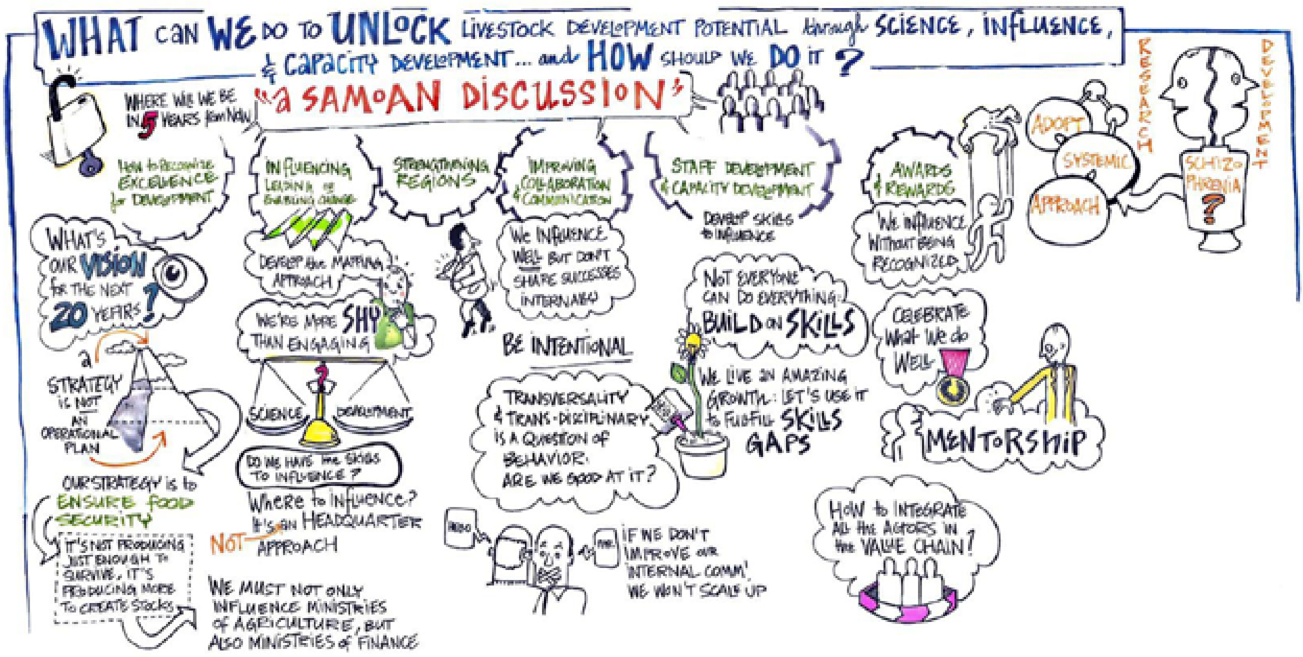
Optional: If somebody doesn't want to talk, they can also pass the stick directly to the next person. Alternatively, the stick is put in the centre of the circle and whoever feels like saying something comes to the middle, takes the talking stick and shares with the group. The facilitator should emphasise that silence is fine; people can leave a pause between one person finishing and the next person picking up the stick. The silence allows for more personal reflection, and it is a nice way to slow down. Just try to hear where the others are in their thinking without changing that, just acknowledging it. For inspiration and as a reminder you can put some A4 papers on the ground with the words: 'thoughts', 'feelings', 'dilemmas', 'questions', 'sense making', etc. The facilitator has to manage the time.

Source: *Femke Gordijn 2018*

Tool 10

Graphic facilitation

Graphic facilitation by visual practitioners can be a very effective way of recording large group meetings. Drawings are made on large sheets of paper at the sides of the room as the group dialogue unfolds. The drawings reflect both the content and the flow of the discussions. The drawings help to focus the group on what has taken place, and over time they can form a visual history of a group. A useful website is http://www.visualpractitioner.org/education/featured/value1.htm.



Source: *ILRI APM 2013*

Exercises

Exercise 1

1. You are the facilitator of a workshop involving policy makers, researchers, farmers' organizations and representatives of product organizations (private sector). They are invited to choose the value chain the government should invest extra money in. Everyone wants his/her own value chain to be chosen. The farmers' organizations want it to be the rice value chain as many farmers produce rice. The policymakers prefer cashew nuts because the product can be exported and will provide foreign currency. The discussion seems to escalate around these two positions.
2. As project manager you will guide a discussion on how certain funds for ICT investments should be spent. University management wants to invest in an expensive management information system because this enables them to steer the university towards competency-based learning. The research staff wants analysis software to support their research activities. To you it does not really matter as long as the budget will not be exceeded, and the investment will lead to better education because that is the requirement of the donor. There is much discussion and a deadlock arises.
3. You are a researcher and you are in a meeting with farmers, traders, transporters, and food processors to find out in which way you could collaborate in a project that focuses on tomato processing. Some participants have a strong opinion about the choice of technology to be tested. Transporters want the research to be about tomato paste manufacturing as this is a product that does not spoil quickly during transportation. Farmers prefer to have a tomato variety that produces year-round to avoid having a peak production which lowers the prices. They also would want to avoid adding another task to their already busy schedule, so they are in favour of others adding the value. The factory that might do the processing is

mainly concerned about getting enough production to avoid machinery standing idle. Researchers in food processing prefer to test solar drying of tomatoes because that does not require a lot of investments, can be done by farmers themselves, and delivers results quickly.

4. As head of faculty you have to guide the discussion on the use of project funds for buying new means of transportation. Teaching staff in the agri-department want to have a bus for transporting their student to the field for study tours and field work. The food and nutrition department has a lot of outreach projects and prefers buying three pick-ups to visit outside stakeholders and transport small amounts of food to the lab for processing. The animal science department wants a tractor to work the university farmland for free fodder and other income generating activities. You do not want to exceed the budget and it is not possible to buy all means of transport that are proposed. The discussion runs high and it's a deadlock.

Source: *CDAIS 2017*

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Training Module
on Facilitation for Development

Development is a process of change and facilitation helps in accelerating this process through the 'change agents' or the extension and advisory services (EAS) providers. A facilitator has multifarious roles to play. Depending on the situation, he/she can be a consultant, a coach, a trainer, a mediator, a broker, and/or a leader. This Module has been envisioned to assist trainers involved in training of agricultural extension and advisory services (EAS) staff and other knowledge mediators on facilitation for development.

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