

FACILITATORS MANUAL FOR STRENGTHENING RURAL INSTITUTIONS

THROUGH BUILDING THE SOFT SKILLS IN RURAL GRASSROOTS INSTITUTIONS



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LIST OF ACRONYMS AND ABBREVIATIONS

SRI	Strengthening Rural Institutions
FPP	Focal Point Person
KADLACC	Kapchorwa District Land Care Chapter
ICRAF	International Centre for Research in Agroforestry
SHOMAP	Smallholder Horticulture Marketing Programme
DCO	District Commercial Officer
SGM	Special General Meeting
MOU	Memorandum of Understanding
NGO	Non-Governmental Organisation
IFAD	International Fund for Agricultural Development
SC	Steering Committee
SACCO	Savings and Credit Co-operatives
SDCP	Smallholder Dairy Commercialization Programme
KCC	Kenya Cooperative Creameries
SMART	Specific, Measurable, Achievable, Realistic, Targeted
FAO	Food Agricultural Organization
AHI	African Highland Initiative
TORs	Terms of Reference

INTRODUCTION

It is widely accepted in rural development that working with groups is an effective medium to reach the wider community, impart knowledge and skills, to improve livelihoods and land management.

Facilitators from various organisations within the community (governments and NGO's) often take on the role of guiding these groups to become strong rural institutions with the capacity to effectively transfer knowledge, support income generating activities and address issues affecting their communities.

As part of a project on Strengthening Rural Institutions (SRI) there is a focus on developing group soft skills as well as group identified technical gaps. To assist the facilitators build the group soft skills, a write shop was held at Brackenhurst, Limuru, Kenya over four days in August 2013. The write shop involved identifying and prioritizing key areas of soft skill development discussing each of these topics to identify practical, facilitator tips and examples. The participants at the write shop were skilled facilitators from the six project sites under SRI, and were:

- Mr. Chemangei Awadh – Focal Point Person (FPP) SRI project Kapchorwa, Uganda and District Natural Resources Coordinator. Chairman KADLACC
- Mr. Kasozi Frederick – FPP SRI project, Masindi, Uganda and District Commercial Officer
- Mr. Bright Jonas Mshana – FPP SRI project, Lushoto, Tanzania and DSMS Land Use Planning
- Mr. Nestry G. Ndichu – FPP SRI project, Embu, Kenya and Hydrologist in Ministry of Water and Irrigation
- Mr. Hamza Suleiman Juma - representing the Pemba FPP and Livestock Officer
- Mr. Maurice Juma – representing the Bungoma FPP and steering committee member
- Ms. Mieke Bourne, Mrs. Alice Muller, Mr. Clinton Muller, Mr. Rick Kamugisha and Ms. Grace Mwangi – from the SRI project team, World Agroforestry Centre (ICRAF)

USE OF THIS MANUAL

This manual is designed for facilitators of rural grassroots groups and the main objectives are to:

- Provide insight to facilitators on building soft skills (e.g. leadership, group participation and inclusiveness) of rural grassroots groups
- Highlight case studies, illustrations and examples that show best practice in building soft skills
- Outline practical tips to facilitators on building soft skills in their groups

The development of soft skills is an important aspect of group development. Within the SRI project the groups engaged were in a rural space and operating mostly at a grassroots level. Soft skills are being developed in these groups constantly by the facilitators as part of trainings, through advice, visits, attendance in meetings, exchange tours and mediation. Soft skill can be developed as part of a technical skill, for example a group can be trained on developing a constitution as a technical skill

and at the same time the facilitator develops group ownership of the rules and regulations as a soft skill.

The authors hope that this manual will be used by facilitators both in the SRI project and beyond, for advice and guidance on developing group level soft skills. The manual has been divided into key topics, which are outlined below.

OVERVIEW OF TOPICS

This manual has been broken into topics with a general introduction of each topic, examples from the field, facilitator methods, facilitator tips and some suggested further reading. The topics covered are:

- Facilitation
- Leadership
- Vision setting and sustainability
- Governance
- Group participation and inclusiveness
- Communication
- Negotiation and lobbying
- Conflict management
- Partnerships
- Record keeping
- Resource mobilisation
- Financial management
- Entrepreneurship

FACILITATION

A facilitator can be defined as:

"One who contributes structure and process to interactions so groups are able to function effectively and make high-quality decisions. A helper and enabler whose goal is to support others as they achieve exceptional performance" (Bens 2000).

A facilitator is a person who is both concerned with and guides the process of solving problems, learning and achieving outcomes in a group. Facilitators should be moderate and turn challenges into opportunities.

"It is great to be working with a group and guiding them when they have a light bulb moment and come to a conclusion on their own" commented one facilitator.

Facilitation of a group can take place in meetings, trainings, workshops, focused conversations and any other interaction the facilitator might facilitate in the group.

To facilitate a group you need to first know their expectations, understand the audience and cultural setting, in deciding the communication method, timing of trainings and existing skills. You can facilitate a group in a practical setting to learn technical skills or through supporting the group in a more informal way by guiding them to identify and achieve their objectives, make an informed decision and reach an agreement on an issue to be addressed.

Some recommendations for facilitators are outlined below:

Do's of facilitation, Do...	Don'ts of facilitation, Don't ...
<ul style="list-style-type: none"> ✓ Plan activities transparently with the community and outline objectives before any meeting ✓ Set meeting date and time to suit the group ✓ Set up the room/ meeting place in an inclusive way e.g. facing each other in a circle or semi-circle ✓ Discuss ground rules at start of meeting ✓ Keep time ✓ Give group members roles in meetings to increase participation and ownership (like time management, prayer, notes, chair etc.) ✓ Guide the process and encourage group members participation, remember to be neutral and respect all contributions ✓ Use role plays, reflections, illustrations, hands-on learning etc. to demonstrate points and enhance participation ✓ Ask for input, listen and report back summarized ideas and seek confirmation ✓ Dress neatly and be clean ✓ Be eloquent and audible ✓ Remember body language and facial expressions 	<ul style="list-style-type: none"> ✗ Be biased ✗ Be dictatorial ✗ Talk more than the group does ✗ Be a poor time manager ✗ Confuse the group ✗ Be non-inclusive ✗ Impose ideas and influence decisions ✗ Be arrogant ✗ Think you know everything ✗ Give intimidating titles like Dr, Prof, Officer during introductions ✗ Set up a classroom type of seating where visitors are given high tables ✗ Offend the respondent or a fellow participant ✗ Place a value judgement on the group members answers ✗ Use too many questions like an interrogation ✗ Have long meetings (more than 3 hours) ✗ Ignore small but significant issues

<p>should be engaged and non-judgmental</p> <ul style="list-style-type: none"> ✓ Listen more than you speak ✓ Make sure the tools/ methods you choose suit the audience and venue ✓ Know and use local language where possible ✓ Be flexible when unexpected problems arise ✓ Keep promises especially to the group and promise only what you can deliver to them ✓ Probe for a response when necessary. Repeating the question is the basic method, the safest and most effective way of probing ✓ Ask open ended questions using the six helper's – why, what, where, when, who and how ✓ Use a range of techniques e.g. encouraging, probing, prompting, paraphrasing and listening ✓ Take detailed notes not only for the discussions but also behaviour of participants and reflect on them before the next meeting ✓ Build on the existing local knowledge and technology, appreciate and then introduce your ideas after 	
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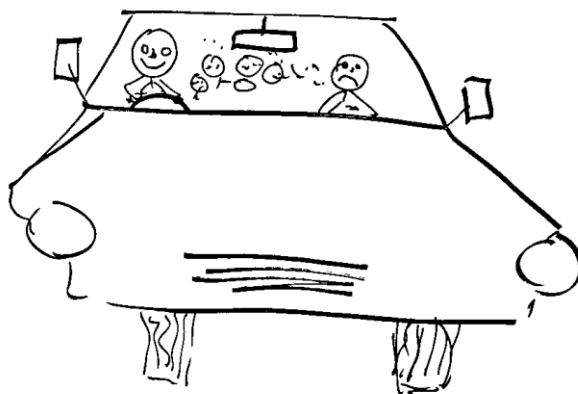
Some of the challenges in facilitation arise when you have large groups (over 25 members), have a language barrier or low levels of literacy, and do not understand the culture. Some groups have difficult participants, differing knowledge levels, inferiority/ superiority dynamics and mind-sets. The facilitator will need to use innovative facilitation skills to combat these situations and some examples of this will be provided in this manual.

THE CAR ANALOGY

Purpose: A practical example that can be used to help introduce many aspects of group dynamics is the car analogy.

Method:

- First draw a car:



Then lead a discussion about the car and its passengers. Some ideas to start the discussion and analogies include:

- Driver: Chairperson (person smiling and happy because he is in charge and in control)
- Passenger in front seat: Vice Chair (wants to be in the drivers' seat so is not smiling or happy)
- Back seat Passengers: (Group members)
- Rear-view/ driving mirror: for checking on group cohesion in the back seat (to see what is happening inside the group). Things you may see in the back seat are chatter boxes, people sitting with elbows out and it is the chairs' job to ask for them to join as one and sit together and follow the rules
- Side Mirrors:
 - See a competitor coming – You can ask: *What do you do?*
Responses may be:
 - I will zoom – but then you could say, *“Never fly an aircraft unless you know how to land it”, how good are the tyres, how much fuel do you have, how is the road?*
 - I will park and let them pass – then ask: *But how will you get ahead if you let the competitor pass? You will not progress.*
 - Indicate where they are and where they have come from
- Lights: to see what is in the distance. You must always test the lights before you set off and in the same way you must test the vision of the group
- Windscreen must be clear to see the vision ahead
- Rules relate to:
 - Inside the group (everyone must come on time or be left behind) everyone should agree on where they are going
 - Between group and stakeholders - such as road rules

FURTHER READING:

- Kaner S, Lind L, Toldi C, Fisk S, Berger D. 2007. *Facilitator's Guide to Participatory Decision-Making*, Jossey-Bass.
- Prendiville P. 2008. *Developing Facilitation Skills: A Handbook for Group Facilitators*. Combat Poverty Agency.

LEADERSHIP

"Leadership is a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task" (Chemers, 1997).

As a facilitator you need to promote the development of good leadership skills in your groups.

As a leader you are generally the face and spokesperson of the group and represent the group to the community.

Group leaders (often known as 'executive committee') include the chair, secretary, treasurer and other position group members might hold.

The attributes of a good leader include being trustworthy and reliable, respected in the community and willing to serve, able to show initiative and drive, and willing to listen and make decisions based on members' opinions. A leader should be fair in judgment and it is often good if the leader has relevant numeracy and literacy skills.

How do you know when your group has good Leadership? When...	How do you know when your group does not have good Leadership? When...
<ul style="list-style-type: none"> ✓ Responsibilities are shared ✓ Leaders are able to delegate ✓ Roles are clearly defined ✓ Goals and objectives of the group are clear ✓ Group stays on track and achieves its objectives ✓ Members feel inclusive and comfortable to participate ✓ More interest and visitors from other groups, the group becomes a "model group" ✓ Group has confidence in the leadership and take pride in them ✓ The leader is respected in the community ✓ The group makes shared decisions ✓ The leaders manage external relationships for the benefit and interests of the group ✓ The group is free of scandal, issues and conflicts ✓ Conflicts are managed and contained in the group ✓ There are no fractions, cliques or sub groups ✓ Leaders accept mistakes and criticism 	<ul style="list-style-type: none"> × Group is full of scandals × When visitors are not welcomed or encouraged to visit × No meetings are held × There is no transparency in decisions × The group reduces in membership and has low participation in meetings and activities × Work plan or objectives are not in place × Work plan and objectives aren't followed × When group request for leadership training or change of leadership × Group has poor or little communication × No fostering of succession within the group × Fractions are formed and not managed × Group has no growth and lacks sustainability × Resources aren't shared × Conflicts escalate and aren't managed × Leaders dominate and aren't inclusive of other members × Leaders are arrogant × There is intimidation of members × Nepotism is seen within group × There is favoured membership and activities

EXAMPLES FROM THE FIELD

GENDER-BASED POWER STRUGGLES FOR GROUP LEADERSHIP

A women's group in Bungoma was facing issues as the members' husbands wanted to control the leadership of the group once they saw the group succeeding and earning money. When I became aware of this I arranged for training on leadership for the women executives of the group. Through this training women understood their roles and that of their spouses. I administered the same training to the rest of the group, including the spouses. This had a positive effect on the group. They also changed the group to be a self-help group rather than a woman's so their spouses could become members and not feel threatened. The group now functions well with no power struggles and everyone understands their responsibilities.

Lessons for facilitators:

- Involve spouses in understanding the group from the beginning and train all members on leadership roles and responsibilities early to avoid leadership challenges.

WHY YOU NEED TO INCLUDE COMMUNITY LEADERS IN GROUP DECISION MAKING

In the lower area of Embu District, Kenya, a group wanted to develop a water conservation dam and had agreed on the land and a Government Ministry had purchased the materials to assist them. When the contractor was about to start the work they were told by local leaders not to go on the land. When this problem arose I (the facilitator) and other Government staffs were called and that is when we realised that during sensitization on the dam construction some key and respected community leaders had not been consulted. The Government told the contractor to stop in order to study the situation. Then we went and discussed with the relevant community, community leaders and officers and apologised to them for the lack of consultation. The leaders accepted the apology and approved the work so the next day the construction began.

Lessons for facilitators:

- You must make sure that all community leaders are involved in the planning process for projects; a quick stakeholder assessment can show you whom to involve. You should not be too proud to apologise if you make a mistake.

FACILITATOR METHODS AND TIPS

PRACTICAL METHODS OF FACILITATING GOOD LEADERSHIP

Some of the topics covered under leadership training include: roles and responsibilities of a leader, types of leaders, causes of conflicts and those caused by leadership, conflict resolution, importance of being a good leader, communication skills and barriers and the importance of good communication.

Some practical exercises that can be used when addressing these topics are as follows:

ROLE PLAY FOR LEARNING ABOUT THE IMPORTANCE OF A GOOD LEADER:

Purpose: For the group or leaders to understand the different leadership styles and decide what type they would like to be or have.

Activity: Ask a number of participants to act out a particular leadership type in a group, for example one person could be reading the paper and not looking at the group members or getting involved in the discussion, one type of leader could be barking orders at the group or dominating the discussion and not listening to others, and another could be discussing intently with his/ her group.

Discussion: Once you have shown a few types of leadership traits, ask the group to discuss on what type of leader they would want to be.

VIEWS OF LEADERSHIP

Purpose: For the group leaders to identify what type of leaders they are, why they think they are leaders, and for the facilitator to better understand what type of leadership dynamics they are working with.

Activity:

1: Ask all leaders in the training to identify which five types of leader they see applicable to themselves from the list of eight below:

- Genetic view - those leaders come from particular clan/ tribe that are typically leaders
- Learned view - people who have studied management and learnt to be a leader
- Heroic view - group members who are heroes, or acts that are considered heroic in the community
- Top only view - those who are close to the leaders so expect to become leaders, like a chief going for leave and the assistant chief takes his place
- Personal view - view yourself as a leader and have a vision for the community
- Position view – those leaders who have certain status in society because they are educated or wealthy such as a teacher, doctor, etc.
- Calling view - saved people (religious leaders) believing they have been chosen to lead
- Social script view - if people ask you to be a leader

2: Ask the participants (leaders) to choose three views from step 1 that best describe them

3: Ask the participants (leaders) to choose the one view from step 2 that best describes them.

Step 1	Step 2	Step 3
Select 5 which are applicable to you as a leader and list them	Pick the best 3 from step 1	Pick the best 1 from step 2 to know which kind of leader you are

ANIMAL CODES TO UNDERSTAND UNHELPFUL BEHAVIOR IN A GROUP

Purpose: This exercise uses humour to help group members see some of their less helpful traits.

Activity: It is best to use this exercise after the group has been together for some time and are comfortable with discussing some of their traits. It uses 18 different animals to illustrate different behaviours (see Appendix 1 for pictures of the animals).

- 1: The facilitator explains the need to look at both our negative and positive traits a group wants to improve our leadership skills and animals can be a good way to do this
- 2: The facilitator describes the animal (can be through actions, gestures, behaviour) and then put up the picture
- 3: The facilitator asks the participants to partner with someone they feel comfortable with and discuss if either of them has exhibited any of these animals/ traits in the group?
- 4: Group discussion on whether the animals could be used by the group in the future to provide feedback to one-another

LINKAGES WITH OTHER GROUP SOFT SKILLS

There are many things a good leader should do and be and different topics of this manual will give examples and tips from the field of how to develop these skill sets. Below is a summary of some of the skills a good leader should have and which topic it links to:

What good leaders should do	What topic in the manual relates to this
Create a vision, identify problems and solutions and guide the group	Vision mapping and objective setting collectively Topic: Vision setting and sustainability
Communicate - to the group and to obtain feedback and input from them	Topic: Communication
Succession – creating more leaders	Tips and examples provided in this topic on leadership
Make good decisions	Decision making involves negotiation Topic: Negotiation skills
Inclusiveness – value other group members	Participation by all members is important Topic: Participation and inclusiveness
Conflict resolution – between group members	Leaders must learn about conflict resolution Topic: Conflict resolution
Represent groups' interests to partners/ stakeholders	Topics: Partnerships, Communication, Negotiation/ lobbying

TIPS FOR FACILITATORS

Some of the main areas a facilitator should consider when addressing leadership are:

LEADERSHIP TRAINING AND DEVELOPMENT

- Identify if this is an issue in your groups and what is needed
- Who to train? Usually when developing leadership skills, understanding the roles and responsibilities by instilling a concept of succession in the executive where the chair, secretary, treasurer plus other titled positions) are trained separately
- The leadership training for executive usually includes: leadership skills, roles and responsibilities, who is a leader, types of leaders (often through role plays), causes of conflict and those caused by leadership, how to resolve conflicts, importance of leadership training, communication skills and barriers, views of leadership
- Exchange visits for learning can be used for whole group or executive to visit another successful group

UNDERSTANDING ROLES AND RESPONSIBILITIES

- Can be delivered as a whole in a group meeting or training with discussion of roles and responsibilities of the executive and of being a group member. It is good to discuss and then review the discussion and group leadership

CONSULTATION/ STAKEHOLDER ENGAGEMENT

- Assess the local community leadership/ situation (can be a simple stakeholder analysis or simple consultation) and advise groups on who to work with and how
- Identify other facilitators working with the groups (consider all other partners) so that sharing of information can take place between facilitators

SUCCESSION PLANNING

- Include youth in groups (encourage a leadership role for youth)
- Encourage leaders to mentor potential leaders through leadership training
- Ensure the group has clear objectives to ensure succession/ sustainability, encouraging them to reflect on this from time to time
- Encourage delegation of responsibilities from the leaders in the group

FURTHER READING

- Groundswell International. 2010. Strengthening endogenous development in Africa, a methodological guide draft 2.
<http://www.groundswellinternational.org/wp-content/uploads/Strengthening-Endogenous-Development-in-Africa-1-July-2010.pdf> (Accessed 5 June 2013).

- Groves K. 2007. Integrating leadership development and succession planning best practices, Journal of Management Development, Vol. 26 Issue: 3, pp.239 – 260.
- Hope A, Timmel S. 1984. Training for Transformation - A handbook for community workers. Mambo Press.
- Ministry of Livestock Development, Smallholder Dairy Commercialization Programme (SDCP). Unknown date. A Training of Trainers Manual on Group Organisation of Management)
http://www.sdcp.or.ke/TRAINING_%20MATERIAL/manuals/GROUP%20DYNAMICS%20Manual_SDGP_IFAD.pdf (Accessed 5 June 2013).
- University of Kansas. 2013. The Community Tool Box. Work Group for Community Health and Development, University of Kansas.
http://ctb.ku.edu/en/tablecontents/chapter_1013.aspx (Accessed 5 June 2013).

VISION SETTING AND SUSTAINABILITY

The sustainability of grassroots rural institutions (groups) refers to the long-term future of these groups. This can be considered on a number of levels, including:

- The self-reliance of the group to operate without external assistance, such as donor funding
- The life of the group on the completion of an activity or achievement of a goal– does the group move into a new activity/ goal or simply ceases to exist
- Redefining new visions, goals and objectives for the group and maintaining interest and support for the groups' activities

Tuckman (1997) group stages, as illustrated in Table 1, can be used as a framework for discussing the stages of group development, including the soft skill characteristics of groups. It is the stages of norming and performing that are most concerned with group sustainability. The fifth stage, of group adjourning, is an interesting area that needs to be raised with groups as to whether their function as a group will ever draw to a close, as sometimes it is not necessary for a group to continue once they have achieved their objectives and goals.

Table 1: Tuckman's Group Stages

Stage	Explanation
Forming	Group members learn about each other and the task at hand. Indicators of this stage might include: Unclear objectives, Involvement, Uncommitted members, Confusion, Low morale, Hidden feelings, Poor listening, etc.
Storming	As group members continue to work, they will engage each other in arguments about the structure of the group, which often are significantly emotional and illustrate a struggle for status in the group. These activities mark the storming phase: lack of cohesion, subjectivity, hidden agendas, conflicts, confrontation, volatility, resentment, anger, inconsistency and failure.
Norming	Group members establish implicit or explicit rules about how they will achieve their goal. They address the types of communication that will or will not help with the task. Indicators include: questioning performance, reviewing/ clarifying objective, changing/ confirming roles, opening risky issues, assertiveness, listening, testing new ground, identifying strengths and weaknesses.
Performing	Groups reach a conclusion and implement the solution to their issue. Indicators include: creativity, initiative, flexibility, open relationships, pride, concern for people, learning, confidence, high morale, success, etc.
Adjourning	As the group project ends, the group disbands in the adjournment phase.

Source: Tuckman and Jensen (1977)

Signs indicating that the group is sustainable	Signs indicating that the group is not sustainable
<ul style="list-style-type: none"> ✓ Group is looking at what resources they have amongst themselves to achieve their objectives ✓ Group identifies partners to match their needs rather than respond to external influences ✓ Group has a clear vision and objectives ✓ Still existing and continuing daily activities for a period after donor support ends ✓ All members of the group are successful and benefiting from engaging in the group ✓ When a group provides mentoring support to other groups ✓ The group actively seeks advice from facilitator and other sources to resolve issues and move forward- constantly learning and applying knowledge ✓ Good monitoring and evaluation practices ✓ Has a succession plan or is considered in their planning process ✓ Diversity of activities (not always applicable) 	<ul style="list-style-type: none"> × Any group that asks you for resources as soon as you meet them without considering their own resources first × When members fear taking up leadership positions × Lack of participation of members in group activities × A group with no clearly defined vision, objective or purpose for why they exist × Lack of succession planning in place × No framework for recruiting or attracting new members × A group that no longer is in existence

EXAMPLES FROM THE FIELD

SUPPORTING GROUPS FOR LONG TERM FUTURES

A dairy group in Lugari District, Kenya, wanted to raise funds to purchase a cooler. Through running a facilitation workshop with the group, we explored ways on how the group could build resources internally to purchase the cooler, rather than relying on external support. The group members went away from the training and agreed to contribute shares to “buy in” to the group. They used the money raised through the shares to purchase farm inputs, such as fertilizers and chemicals. The inputs were then sold to the farmers, who paid for them through supplying milk to the group. Through the profit from the milk sales, the group was able to raise enough funds to support the purchase of a cooler and employ a person to coordinate the buying and purchasing activities of the group. The group has also found that through their bulk supply, they were able to spend the transport costs and sell their milk in a neighbouring district, where they get a much better price for their milk.

Lessons for facilitators:

- Support groups to set long term visions and goals, and facilitate asset and opportunity identification to support these outcomes without relying on external support
- Ensure good governance procedures are put in place to reduce the risk of misappropriation of group funds
- Demonstrate to groups the opportunities to support their own futures rather than be reliant on external funding sources

GROWTH DEVELOPMENT ACROSS THE SUPPLY CHAIN

As a result of friction in a larger group, a women's group in Kapchorwa District, Uganda, broke off and formed a milk production group. The women, who owned dairy cattle in their households, were seen as a collection centre for dairy products and formed partnerships with other groups including a processor and marketer who had a milk cooler in the town. The milk production by these women increased by 100 litres within 6 months, which supported the in acting as a strong collection centre for other producers and develop a marketing component within the group. They supplied milk on a daily basis to the milk cooler (marketer) in Kapchorwa town and through good partnerships with other groups, they continued supporting each other, increasing production and increased their numbers. Other groups are engaged in the operation, such as growing grass as a group for animal feed, household use and for sale to generate income. The women's group has gone as far as to develop forms to support a quality assurance system that helps them: trace products, access new markets: allow clear supplies indicating quantity, time, amount involved and how much paid when dealing with their marketer.

Lessons for facilitators:

- Partnerships can be very useful for linking groups to support a long term vision
- Accepting breakaway- guides the breaking group into a strong group and supports them to remain part of the original group in which they broke away. This will ensure continued partnership and linkage which will improve performance of the old existing group (sustainability)
- Diversification and flexibility can be important to support group sustainability
- Conflict can sometimes be healthy

FACILITATOR METHODS AND TIPS

ACTIVITIES TO ASSIST WITH VISION SETTING AND SUSTAINABILITY

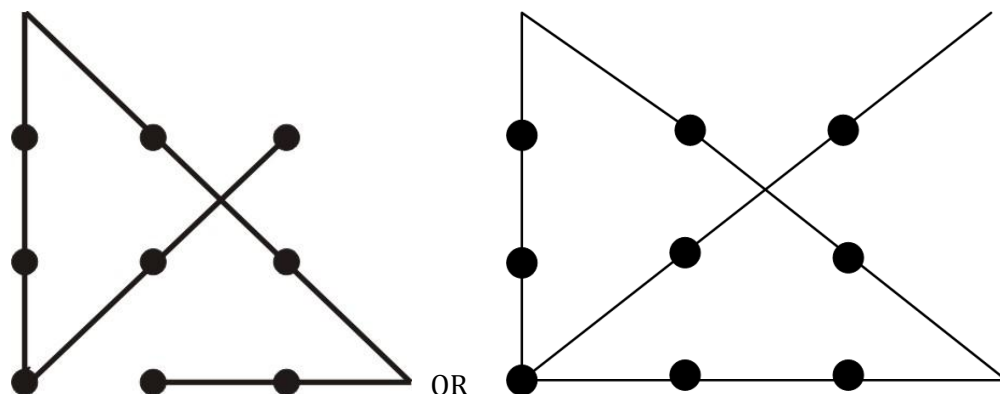
THINKING OUTSIDE THE (DOTTED) BOX

Purpose: In energising/ setting up a group to undertake visioning/ goal setting/ problem solving activities

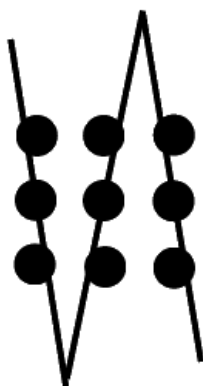
Rules:

- Connect the nine dots with four straight line segments only
- Do not remove the pen from the paper
- Touch each dot only once

Let all participants have a go at solving the puzzle. The facilitator must know the answer to provide if needed. Possible solutions include:



Once the group's get solutions, you can challenge them to do the same but with only 3 lines.
Solution as below:



Discussion: You need to think outside the box to build the box

VISION MAPPING TO WORKPLANNING TO IMPLEMENTATION TO MONITORING

Purpose: Vision mapping is an interactive process for engaging with farmers to identify opportunities, facilitate communication and action planning. It is a vehicle for creating awareness, learning about change and facilitating groups to develop their visions of desired future conditions and for developing specific action plans.

Methods:

Ask groups to draw 3 maps, one of how their village is currently and one of their desired future, say in 10 years' time. Depending on the time, you may also ask the groups to draw a map/ picture of their group in the past, either with a specified time frame (e.g. 5 years ago), when a key issue arose that may have led them to form their group.

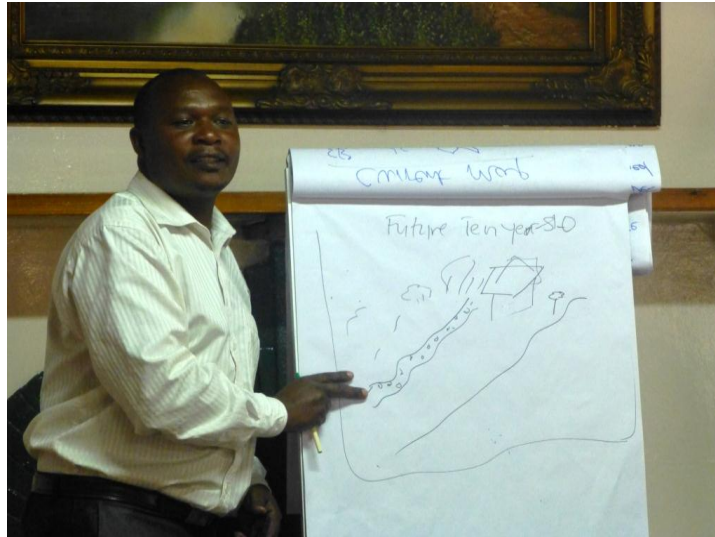


Figure 1: Awadh Chemangei from Kapchorwa District, Uganda demonstrating Vision Mapping

Make sure that the resources indicated on the maps portray the situation at that time in order to prompt correct questions using the maps. For instance:

- “What is the problem in your community/ household today?”
- “Where is your home on this map?” - Ask someone to locate and draw his or her household on the map showing the type of building, also number of trees, type and health of cows she\ he owns and etc.
- “In this village – are you happy with where you stay and are you happy with what you see on this map?” If not why?”
- “So what do you want to do?”
- “What can’t you manage to do as a household and as a community and what can you do?”

The discussion should flow into generating ideas and prioritization, which will formulate the groups work plan. You may also find that smaller groups or taskforces will form around project areas – e.g. tree management, cattle/ zero grazing, soil and water conservation etc. However, as a facilitator you should never quickly suggest group formulations – it needs to come out slowly from the groups as you guide the process.

Monitoring and reflection of the maps should be undertaken periodically by the groups to ensure they are tracking against their long-term vision map. Consider the following when supporting groups in their monitoring activities:

- Reflect on previous maps to explain how far they have come
- Draw intermediary maps to track progress towards future map
- “Where are you now/ today?”
- “Are you moving in the right direction or are you facing bigger challenges and why?”

Facilitator tips:

How do you guide the community to find solutions to issues that rely on external inputs, for example roads? In this case, be sure to include council members/ leaders etc. In the process, ask them to explain to the community what is planned for in their development. Encourage group members to identify resources within their reach and those beyond but include partners.

Most importantly, DON'T TAKE THE MAPS away with you!!! They are critical to the community who produced them, it is their plan.

PROBLEM SOLVING - WHAT WAS WRONG WITH MUKASA'S CAR?

Purpose: To demonstrate thinking outside the box problem solving

Method:

Tell the group the following story:

Mukasa was driving along Kampala Road. All of a sudden the car developed some problems. He struggled with it until he parked it next to a restaurant. He got out his phone and called his mechanic.

"I have a problem with my car; just find me next to the restaurant."

"Ok give me 30 minutes," said the mechanic.

The mechanic finds Mukasa and his car, and made some checks, not carefully, but he checked it. The mechanic told Mukasa to sit in his car. The mechanic then tied Mukasa's car to his car, and towed it to the garage safely. So the spoilt car was towing the good car!

What was wrong with Mukasa's car?

Ask for answers....

The true answer is that the vehicle had a problem with the brakes - it could pull, and the back car can use its breaks if needed.

TIPS FOR FACILITATORS IN ENCOURAGING GROUP VISION SETTING AND SUSATINABILITY

- Encourage savings and credit to ensure resources are available in group – even when grant funds aren't available
- It is best to give skills to farmer trainers i.e. facilitation and technology skills to continue activities within the group and community when a project ends
- When a project is leaving an area, look at the remaining gaps in the group and advise them on how to fill them
- Assist groups with proposal writing and fundraising (groups need to learn how to lobby)
- Assist groups to look forward (reflect and re-plan)

- Provide groups with entrepreneurship skills
- Partnerships for enterprises can build sustainability in groups
- Ensure group sustainability is considered from the start of any project
- Have a plan B for an emergency - don't put all your eggs in one basket OR have a safety net in place
- Having a clear, measurable and achievable vision

LINKAGES TO OTHER GROUP SOFT SKILLS

Training in soft skill practices in relation to sustainability, should be undertaken in association with the topics of:

- Governance
- Leadership
- Entrepreneurship
- Resource mobilization

FURTHER READING

- Mayer S. E. 2008. Saving the Babies: Looking Upstream for Solutions, Effective Communities: Minneapolis.
http://www.effectivecommunities.com/pdfs/ECP_SavingBabies.pdf (Accessed 6 June 2013).

GOVERNANCE

Governance entails the processes that enable grassroots rural institutions to operate, such as the structures, systems and understandings that support the group to make proper decisions and set their course of action. An ideal governance structure is one that combines aspects of (Our Community 2012):

1. **Responsiveness** – in that all members who have an interest in a decision, and everyone who has information or opinion on the topic/ subject to be heard and listened to
2. **Decisiveness** – after everyone has been heard, a decision is made and is implemented wholeheartedly across the group; and
3. **Ease of use** – as far as it's practically possible, the system should be transparent, flexible and straightforward. It should be apparent to see who is responsible for what, and how that responsibility relates to the overall objectives of the group

The following table provides a framework for assessing the signs of when a group has good governance, and when it doesn't.

Signs of good governance in a group	Signs of no good governance in a group
<ul style="list-style-type: none"> ✓ Stability of group, performing activities well, transparent, and has goals ✓ Collective action – agree on structures/ rules and decision making ✓ Able to handle and resolve conflicts ✓ All members feel comfortable and participate in decision making ✓ Members are involved in resolving challenges through components of good governance e.g. transparency, accountability and responsibility ✓ Numbers and participation at group meetings supporting learning and improved engagement in meetings and openness and cohesion ✓ Good technical skills in group ✓ Chair able to delegate responsibilities/ duties ✓ Each member understands the roles and responsibilities of members and executive 	<ul style="list-style-type: none"> × When the chair/ leader holds all responsibility and does not delegate (duties are not shared) × Membership at meetings is not participatory (members turn up late and do not want to engage) × Group does not have guidelines or governing documentation (constitution) × Conflicts escalate instead of reducing × Communication breakdown × Cliques within group (fractions) × Not conducting meetings as planned or scheduled × No collective action in group activities × Documentation of meetings not clear and not following guidelines × Group is stagnant × Lack of rotational leadership or no elections × Rules not followed by members

There are many areas of governance, as evidenced in Figure 2 on the next page. This manual is particularly concerned with the soft skills components of governance with respect to processes and behaviours. In particular, the key areas of governance pertaining to soft skill development which facilitators can engage groups on include:

- Participation (including in meetings, understanding roles, cohesion)
- Transparency

- Communication
- Leadership (particularly succession)

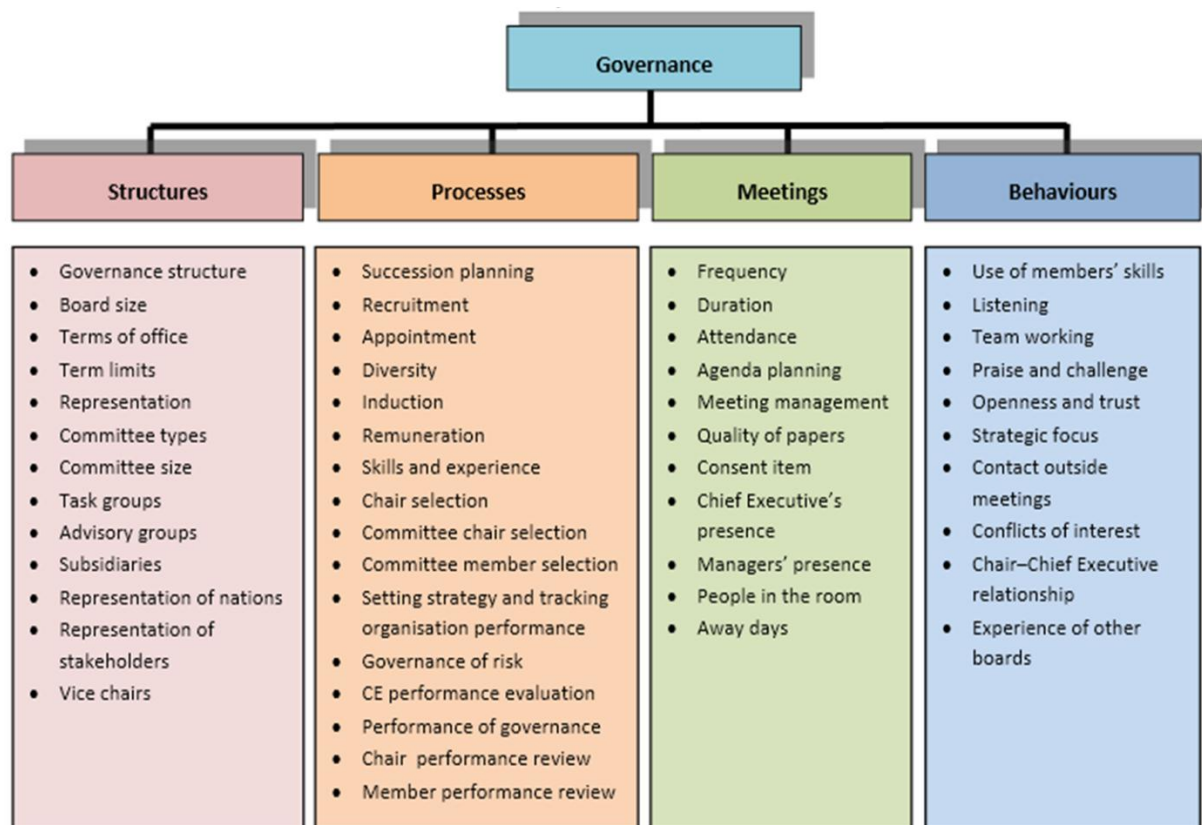


Figure 2: Compass Cass Governance Model Source: Hudson and Ashworth (2012)

EXAMPLES FROM THE FIELD

CONSTITUTION AND GUIDELINE FAILURE

A number of people came together in Bungoma South District, Kenya to form a group to access the Njaa Marufuku Fund. The group was very successful, as it received funds to purchase an irrigation pump and as per their constitution guidelines, the pump was under the custodianship of the chairman. Because of the success of the group, when they applied for funding through SHOMAP for equipment for value addition of passion fruit, under the leadership of a new chairman, they were successful. Later on, we realized that the group had elected a new chairman because two cliques (fractions) had formed within the group, and one of the cliques had gone and supported the former chairman who was still using the water pump, and the new clique formed with the new chairman for the value addition of passion fruit. On realizing this, we intervened in the group and provided training on conflict resolution and supported the group to develop a memorandum of understanding within the group to support the establishment of various committees, such as value addition, procurement and marketing, which were clear guidelines on their responsibility. The chairman was cunning though, and began to scan members' signatures and falsify records of the

committees for his own interests. Because of this, we organized the District Committee to come and visit the group and discuss the issue and the passion fruit value addition equipment was confiscated and shared with another group.

Lessons for facilitators:

- Some groups come together only because of what they've been given – it is important therefore as a facilitator to support groups in identifying their common goals and objectives
- Group cohesiveness is important to facilitate good governance, conflict resolution techniques may need to be employed if cohesiveness does not exist
- You need to check that guidelines and rules are in place, and that they're also being practiced by groups, and if not, work with groups on ways to enforce the rules
- It is useful to work with local village level leadership structures to resolve issues of governance failure where required

GOVERNANCE IN A COOPERATIVE GROUP

The chairperson of a cooperative group in Masindi District, Uganda, had assumed all the roles of the other committee members, and took over the work of the manager and accountant so they had no work. He proceeded to put his girlfriend that was on the committee, in charge of collecting money and recording details in the receipt book and issuing invoices. Some members of the group complained to the District Commercial Officer (DCO), who simply requested that they provide their complaints in writing. One of the members of the group reported that one of their tractors had been taken to another district without the knowledge of the group. The DCO investigated, and found that an MOU had been developed by a small group of members, the chairperson and the person the tractor had been taken to. The DCO was concerned, and realized this matter was causing significant division within the group, so requested that the tractor should not be taken to the other district. This request was too late, as the tractor was taken and monies paid to the chairman, but no receipt or record of the transaction was recorded.

Given the issues in the group, the DCO and facilitators intervened. We communicated to the registrar of cooperative societies in Kampala requesting for a special general meeting (SGM). The registrar acted by sending an assistant commissioner to preside over the special meeting which required voting for a new leader. The result was that a new committee was put in place and an investigation into the old committee was undertaken. The facilitator also trained members on the bylaws of the group, as many of the members had never heard of any of their bylaws before.

Lessons for facilitators:

- Members of a group should be encouraged to own the group and be responsible for positive and negative aspects of the group
- As a facilitator, you need to carry out regular checks of groups to ensure they operate effectively and challenges are addressed early enough
- Encourage groups to carry out internal audits and to foster a transparency culture

- Ensure members understand their roles and responsibilities, and that group by laws are clearly understood

FACILITATOR METHODS AND TIPS

At group forming:

- Ensure village leadership (chief/ elders/ chairman) is engaged during group formation
- Support groups to have a common vision and goals, and to ensure this information is communicated with members
- Support groups to have clear defined roles amongst members and encourage them to review these positions if necessary to ensure there is clear communication and understanding of responsibilities
- Facilitate groups to understand and own their constitution at formation and registration stage

During group operations:

- Periodically check the group processes and that they are being followed such as their constitution
- Check to make sure groups are following their regulatory requirements, for example, minutes are stamped and taken to the government department which registered the group as per the groups' constitution
- Ensure groups are taking regular records of actions and discussions during meetings or other forms of note taking to ensure transparency
- Encourage groups to take responsibility collectively for both problems and successes and initiate conflict resolution processes early if required
- Encourage cross-learning between groups that have good governance and those that do not

LINKAGE

Training in soft skill practices in relation to governance, should be undertaken in association with sections on the following topics:

- Leadership
- Record keeping
- Conflict resolution

FURTHER READING

- Hudson M. and Ashworth J. 2012. Delivering Effective Governance: Insights from the boards of larger charities, Compass Partnerships: Buckinghamshire.
- Our Community. 2012. "Modern Governance and Community Groups". http://www.ourcommunity.com.au/boards/boards_article.jsp?articleId=1298 (Accessed 31 June 2013).

GROUP PARTICIPATION AND INCLUSIVENESS

Inclusiveness refers to the extent to which a grassroots rural institution comprise of, and welcomes members from a broad range of background and interests such as age, gender and those with disability (Uganda), or those physically or mentally challenged (Kenya).

Increasing the variety of people who participate in a group can offer many opportunities to bring in new voices, experiences and approaches that can add depth to existing skills and ideas. Potential members are more likely to join a group if they feel they can contribute and see they will be treated with respect and dignity. Greater inclusion can also expand the networks of a group, and assist in reaching a wider audience; this can help increase the profile of the group and build support for the actions of the group. Another important tip for groups to remember is that by achieving higher levels of inclusion, the group may also stand a better chance of attracting funding (Our Community 2012).

Reasons for groups to be more inclusive are as follows (Our Community 2012):

- Women make up 51 per cent of the population – having women in community organisations means that the organisation has more chance of relating to the whole community
- Young people are the future of communities and organisations, their representation builds succession and renewal for groups
- People with disabilities provide new perspectives for groups, as they bring knowledge about how to make services accessible for everyone

It is important to note that inclusiveness does not equal participation – and groups need to acknowledge that they must ensure they have effective participation and representation in a range of positions of the groups' executive committee to support the richness of representation.

The main challenges for groups in supporting inclusivity are: the kind and mode of activities that a group is involved in can discourage youth; training is unfriendly; youth find agricultural groups difficult, as it starts at policy level; cultural norms; youth and women are not allowed to own land, therefore lack collateral to secure loans; most youth are school going hence getting locked out of groups as most members are not school going; women lack permission from their husbands to participate in groups; group membership is homogeneous.

EXAMPLES FROM THE FIELD

SUPPORTING INCLUSIVENESS IN A GROUP SETTING

In Kapchorwa District, Uganda, we were having a challenge with a group, as we were not getting information from all members. To address this issue as facilitators, we broke the group into four sub-groups based on gender and age, where we encouraged members of the sub-groups to bring out their challenges in order to identify variations in the vision amongst the sub-groups. We found that when groups presented back, there were many different attributes offered by the various sub-groups. The youth presented back first and used a lot of English while presenting to the plenary, they were asked by the facilitator to relay some of the words back in the local language. The men

invited the women to speak first, the women spoke in soft clear voices and brought out their points clearly and clarified any question. The men presented last and tended to rush through their presentation, and when asked to clarify points, they responded by saying, “as he had said”, not being as clear as the women.

Lessons for facilitators:

- All members of a group can make a valid contribution, and you should explore ways to demonstrate this
- It is easy to leave women or youth out of discussions, ensure you make time for them to speak
- As some minorities find it difficult to speak in front of a crowd, you can bring them up the front to have their back to the group to build their confidence
- Recognise the different skill sets of group members, for instance, women have a tendency to take better records and perform well in financial management positions as a result
- If people are not contributing, you can call on them for input, but perhaps lead the call with a statement like “I saw you trying to put your hand up, do you have something to add...?”

RESOLVING CONFLICT IN PARTICIPATION

In Bungoma South District, Kenya, a group of women came together to form a welfare/ merry-go-round group. They were doing very well with raising funds, hence decided to venture into poultry farming. Some donors saw that they were doing well, thus provided them with some animals to support their projects. The husbands of the wives saw this and wanted to join the group so they could get some animals as well. The women had no choice but to accept them. The men wanted to start taking charge of the group and take on leadership positions, however, as the group was registered as a women’s group the men could not hold positions. So we ran some training for the group on group formation and operations. From this training the group matured and established a banana value addition group. We noticed some conflict in the group when we provided some training in entrepreneurship developments, as the group had a lot of funds and the men wanted to be in charge. The problem escalated to the husband of the chairlady, withdrawing her from her position and refusing the group access to her. This prompted other members to start to sell off their assets and it looked like the group was going to be disbanded.

We assisted by facilitating a model whereby the group engaged one person as an entrepreneur to run the business on their behalf. The entrepreneur operates under strict MOU, and buys products from the group sharing the profits according to the rules under the MOU. A sub-committee formed for the purposes of the entrepreneur position manages this agreement. The entrepreneur position has resolved most of the conflict within the group, as they have a clear role of buying from the group, selling on behalf of the group and the MOU stipulates how the profits are to be shared amongst members.

Lessons for facilitators:

- Explore innovative solution to address conflict over issues arising out of participation and inclusivity of members
- Defining roles and objectives through documentation, such as an MOU, can assist in issues of gender inclusiveness by clearly defining roles

FACILITATOR METHODS AND TIPS

- Recognition of benefits for women to join groups, to the whole community
- Address the root causes of the challenge to falsify the perceptions of participants involvement in the group
- Separate people into groups, based on gender and youth for example, to ensure their voices are heard
- Use role plays to communicate how to share roles of group members to increase participation and inclusivity
- The name of a group can impact participation of a group e.g. Pakanyi ex-poachers group – need to think of a name that can accommodate a broader audience e.g. Pakanyi conservation group
- If focussing on a specific project – e.g. women's empowerment, you need to focus at the household level including the husbands

LINKAGE

Training in soft skill practices in relation to participation and inclusiveness, should be undertaken in association with the sections on the topics of:

- Leadership
- Conflict resolution
- Negotiation
- Communication

FURTHER READING

- Our Community (2012). *How to make my group more inclusive*.
http://www.ourcommunity.com.au/directories/directories_article.jsp?articleid=3489
(Accessed 31 June 2013).

COMMUNICATION

At its simplest, communication is the process of initiating a message, conveying it to one or more recipients, its comprehension and receipt of a response. This can be done using various mediums, but requires both methods of sending a message (e.g. talking) and receiving the message (e.g. listening) to be successful.

What does good communication in groups look like?	How do you know when communication is not working in a group?
<ul style="list-style-type: none"> ✓ It is interactive, with a two way information flow ensuring that feedback is received ✓ The response received will reflect that the message is understood correctly ✓ Communication methods used are well targeted to the recipients; the methods should not be costly; should be effective and efficient; consider the mood of recipients and the time available ✓ Indirect communication methods such as body language and the physical arrangement of a group will be considered 	<ul style="list-style-type: none"> ✗ The feedback is distorted, unclear, hostile or irrelevant ✗ Multiple people are talking over each other ✗ The speaker or others are not listening ✗ Information does not reach the recipient, or the reply is delayed ✗ When the language is not understood by the recipient ✗ Blank faces, no eye contact or silence may indicate the message is not being understood ✗ The messages communicated is not kind or constructive



Figure 3: Good or bad communication in a group?

FACILITATOR METHODS AND TIPS

ENSURING GOOD COMMUNICATION

To improve communication skills within a group, a facilitator must also communicate effectively with the group, to not only impart the required messages, but also lead by example. The following are tips for both facilitators and group members to assist in effective communication:

- Know the audience of your message and choose the most appropriate communication medium
 - Where possible, communicate directly with the target of your message, don't go through intermediary people if possible
 - Physical or face to face communication is most likely to be the clearest
- Follow up on communication to ensure the correct message is received.
 - Don't make assumptions that the correct message is received – call back and confirm
 - Follow up message in writing
- If you detect a problem, be responsive and follow up directly in a timely manner
- Plan communication activities well (e.g. workshops, meetings) and follow up on arrangements to ensure that there are no disturbances

ACTIVITIES TO SUPPORT IMPROVING COMMUNICATION WITHIN GROUPS

The following activities for demonstrating good communication to groups have been used in the Smallholder Dairy Commercialization Program (SDCP) training for trainers on group organisation and management. Each activity comes from *Collection of Games and Group Dynamics Simulations, Indonesia National IPM Program*.

WAYWARD WHISPERS

Objective: To raise awareness about communication processes, especially about how messages can become distorted and to demonstrate how communication can be made more effective.

Duration: 10 minutes

Steps:

- a) The participants form two groups by in turn calling out the numbers 1 and 2
- b) Each group (e.g. 1 and 2) lines up
- c) One representative from each group goes to quietly receive a message from the facilitator (the facilitator is allowed to say the message only once)
- d) The representative returns to their group and whispers the message received from the facilitator to their immediate neighbour in the line they have formed. They may say it only once. That individual then whispers the message to the next person in the line and so on, until the message reaches the last person in the line
- e) When the message has reached the last person in the line, that person delivers the message back to the facilitator. When both groups have finished, the facilitator asks the last people in

both lines to reveal the messages they heard and then the facilitator tells the whole group the original message

Discussion:

- How does the message change when it is conveyed from one person to another?
- What were the weaknesses of the message itself hampering correct transfer?
- What were the weaknesses of the people transferring the message?
- How can we communicate in a better/ more effective way?

LEADING THE BLIND

Objectives:

- To have the participants experience how it feels to be “blind”, or to lack knowledge of some aspects of what is happening
- To raise awareness about the feelings and needs of people who may need assistance
- To enhance understanding about the requirements of being a good facilitator

Materials: Cloths to tie across the eyes, preferably dark coloured so light doesn't pass through.

Duration: 15 minutes

Steps:

- a) Ask the participants to get themselves into pairs, and then tie the cloth around the eyes of one person in each pair, so that they cannot see anything
- b) The person who is not blindfolded then leads the blindfolded person around for 5 minutes

Discussion:

- How did the blindfolded people feel when they could not see?
- How did you feel about the person who was leading you around?
- Did you trust him/ her? Why or why not?
- Did you feel that your guide cared for you or that she/ he made a fool of you? Why?
- How did the “guides” feel leading a blind person?
- What special efforts did they make to lead their partner?
- Did they search for easy or difficult things for their partner to experience?
- Did they give him/ her the full attention required?
- Did you supervise him/ her tightly or let him/ her act freely?
- Did you explain each situation beforehand?

From the answers given during the discussion above, some general conclusions can be drawn regarding leadership and facilitation, e.g. A good facilitator/ leader:

1. Does not leave his/ her group to their own devices
2. Does not force others into his/ her own plans
3. Gives sensible and timely explanations, does not threaten others, but does not hide constraints either
4. Acts in accordance with the capabilities and emotions of the group she/ he is facilitating

5. Delegates those tasks and responsibilities that can be accomplished by other members of the group

RESOLVING COMMUNICATION ISSUES WITHIN A GROUP

When a communication issue occurs, there are many things a facilitator can do to assist the group resolve these problems. For example:

- Provide training to groups on new communication technologies such as SMS's. SMS has been found to be a successful method of rapid communication between group members
- Explain roles and qualities of a good leader to encourage them to share information and communicate clearly with group members (including listening to group members inputs)
- In the event there appears to be a communication breakdown between group leaders and their group members. Facilitators therefore could:
 - Discuss with leaders and group members separately to identify problems. Talk to any cliques within the group separately
 - Address issues raised by the group with the leaders privately, in an impartial manner such as "we are hearing this.... Is this so?" Provide leaders an opportunity to respond
 - Learn what the real problem is (e.g. harsh leader, cliques within the group, unclear roles)
 - Help the leader identify what he/ she would like to do next (e.g. talk to the people)
 - Tackle issue of communication within a meeting with all members
 - Provide persistent and continued support to the group as they resolve their issues
- Avoid taking sides, and don't point out individual mistakes publicly
- Allow the group and chairperson to identify their own solutions
- Ensure that the group documentation is up to date and clear to assist in resolving communication issues

EXTERNAL COMMUNICATION WITH THE COMMUNITY

A significant role of successful groups is the communication of ideas to the broader community. Methods used to promote groups and share with community

- **Field days** – groups organize and invite others to come and learn from/ about what they are doing
- **Landcare days/ Trade fairs/ Sunday markets** - facilitator holds an exhibition to allow groups to share
- **Exchange visits**- between groups (to view), and in some instances include hands-on activities together
- **Stakeholder meetings** – to include members from all groups and stakeholders
- **Farmers day**– farmers meet together and exhibit what they are doing , either as groups or individuals

- **National days-** (e.g. liberation day, independence day etc.), organize some small exhibitions
- Sharing at the churches or other community interaction activities

FACILITATION METHODS AND TIPS

Facilitators can support groups to participate in these events or other external communication activities in the following ways:

- Advising on the preparation of products and the image that a group wishes to present. Advise the group that if they are not ready, they are better off not presenting at the event, as it is important not to do harm to their reputation
- Warn groups in advance about upcoming opportunities to give them time to prepare. Advise them to:
 - Take things that they can explain
 - Be equipped with information about their organisation and products
 - Send members that can express themselves well
 - Ask other members to visit and learn from other stands and link with dealers and extension workers that may be present
- Help groups identify and structure important messages that need to be spread into the community. Such as:
 - Development of enterprise opportunities – include description of products, how they are produced, where the markets are etc.
 - Landscape management - present problems and solutions through a description/ presentation of two alternative cases
- Establish ward/ regional resource centres to showcase innovations by groups to other groups and community members

FURTHER READING

- Small Holder Dairy Program: A Training of Trainers Manual on Group Organisation and Management.
http://www.sdcp.or.ke/TRAINING_%20MATERIAL/manuals/GROUP%20DYNAMICS%20Manual_SDGP_IFAD.pdf (Accessed 5 June 2013).

NEGOTIATION AND LOBBYING

Negotiation and lobbying are necessary communication skills for successful group functioning, problem solving, decision-making and leadership.

Negotiation is a process where the interests of two or more parties are harmonized to achieve a common outcome.

Negotiation often involves:

- Dialogue between the different parties
- Give and take or bargaining in order to reach common ground

Good negotiation requires that groups:

- Are prepared with good knowledge of what is to be negotiated (and what can and can't be compromised), who is to be negotiated with and how they are going to negotiate
- Consider the range of negotiation methods including directly, through others (spokespeople), in writing/ phone calls, face to face (most effective)
- Allow enough time for the negotiation, and any subsequent renegotiation
- Consider cultural appropriateness of the negotiation and methods
- Aim for a win-win outcome by establishing common goals for all
- Identify hidden agendas
- Collect information on relevant efforts and propose possible solutions (when negative, look for solutions to minimize the negative)

Lobbying: is similar to negotiation, but often involves promotion of the group and more persuasion than negotiation. Lobbying requires that groups:

- Have something to offer – this may be an idea, knowledge, networks or products
- Put their best forward
- Match their offer and needs to the other party's needs
- Know the subject matter and audience properly

EXAMPLES FROM THE FIELD

NEGOTIATION WITH THE GOVERNMENT

On the island of Pemba in Zanzibar, Tanzania, the costs of farming inputs such as medicine, fertilizers and seeds are high due to the expensive transportation and import costs from the mainland. The government in Pemba provides subsidies for inputs to rice growers. My role as a facilitator is to assist farmer groups who produce other commodities to negotiate with the government for similar assistance.

As the government will not speak with each group individually, we are encouraging groups to form farmer forums in each district. These larger groups are able to undertake bulk purchases of inputs for a lower cost than individuals. Furthermore the farmer groups are now large enough for political

leaders to come and speak with them. As a result there is now talk about providing subsidies for livestock imports.

Tip:

- Facilitating farmer groups to work together in collaborations may provide them with more power to negotiate with larger organisations such as governments and suppliers

LOBBYING TO RAISE MONEY

A water users group in Embu District, Kenya wanted to install an irrigation system. The funding provider was willing to contribute but needed 30% of the total project cost contributed by the group in kind or cash. This was difficult for the group as they only had about half the amount of money that was required. It was clear however, that the project was needed in the area.

As facilitators we helped members to communicate the benefits of the system to campaign for other farmers to join them by paying a membership fee. We created a forum with an engineer facilitating the discussion so that the groups could see that by assisting to dig the trenches for the project, they could contribute in kind and as a result the project could be funded.

Tip:

- By communicating the benefits to the farmers, their contributions in both cash and in-kind could be secured

EMPOWERING COMMUNITIES TO NEGOTIATE THEIR INCLUSION IN PROTECTED AREA MANAGEMENT AND BENEFIT SHARING

Case study adapted from Tanui et al. (2006) and a story told by contributing facilitator Mr Chemangei Awadh.

The Benet people, also referred to as Ndorobo, are an ethnic group of people who have lived on the moorland of Mount Elgon in Kapchorwa District, Uganda, for the past 200 years. Their main source of livelihood was pastoralism, hunting of wild game, gathering of fruits and harvesting of honey in the forest. They also made baskets out of the bamboo plants, which they exchanged with their counterparts in the plains for maize and other foodstuffs. In the 1930s, the then colonial government declared the Mount Elgon area a crown forest. This is when the marginalization of the Benet community started. They were living in the forest reserve and due to their small numbers then and the harmless economic activities to the environment; they were ignored and left to dwell inside the forest reserve. So, while the rest of the areas outside the reserve developed, they were left behind and forgotten. One of their leaders put it thus:

"We were left in the forest and forgotten as if we were part of the trees, and yet we were made to pay graduated tax. Schools, roads, health units and any other social infrastructure were non-existent in this area for a long time."

As a result, there was a growing clamour for a forum to bring together stakeholders engaged in land use, access and control in an attempt to find a lasting solution for the Benet community without compromising the ecosystem health. In this regard a number of constraints have been highlighted including:

- Inadequate information among stakeholders, especially the Benet community, in regard to access and sharing
- Inadequate participation of the poor and civil society organizations in the formulation, implementation and evaluation of site and district level policies and programs
- Lack of pro-poor policies. The creation of the protected area (Mt Elgon National Park) did not consider the plight of the Benet community (forest dwellers) many of whom were therefore disfranchised
- Inadequate capacities among stakeholders to critically analyse land situations and therefore design appropriate interventions and assessment mechanisms
- Poor bargaining position for the Benet hence their inability to lobby for their inalienable rights
- An imposition of protected area boundary and the expulsion of the Benet from Mt. Elgon National Park
- Shifts in livelihood strategies; land pressure in buffer zone; break-down in communication between communities and conservation agencies/ policies

FACILITATING THE NEGOTIATION

Given the entrenched positions amongst stakeholders, there was need for a systematic process to build trust and agree on a solution to suit both local people and the National Park Authority that would ensure the ecological wellbeing of the land in question. We as facilitators took a participatory approach to speak with the community first to carry out a visioning and consensus-building activity. This involved a series of meetings with the community and its elders to build trust and list what the community needs were from the Mount Elgon area. These included water, food, medicine and grazing land for animals.

The concept of finite resources was shared with the community by giving each person 10 stones. With these 10 stones we asked the community members to allocate resources to their priority needs from the forest. When they said, “there is not enough”, it was an opportunity to talk about reality of why there are not enough resources to go around to all. We then asked – “so what else can you do?”

The most important issue to come out was the use of the forest by their livestock. We then asked “Do you have water for your animals?” In response, more stones were moved to the “water” need. When we asked, “Where does your food come from?” more stones were moved to the “food” pile. This approach continued, until the community realized that they could not live without the forest and the fuel, food and water it provided to them.

We took these results to the park authority and explained how the community needed to use the forest and their connection to their ancestral land. After a long briefing, we organized another

meeting with the community and invited the park authority to come along as our guest. In the past, meetings between the community and the park had been empty, but this time, the room was full of community members wanting to discuss. The chief warden from the park authority came, and the first statement he made was:

"I am very grateful to have an audience with the community – and that you want to secure this forest! Let us have a mutual understanding and manage it together.... we are just workers for the park authority - you can fight with me, but I will just go and someone new will come. Don't fight with your own forest – use your own resources."

THE RESULTS

From this process a new channel for dialogue between the two parties has been opened. A draft MOU was created to formalize joint management and collaborative conservation. The community members are now free to move into the forest to collect water, bamboo, sodium carbonate from the caves, medicines, but in return agreed to reduce the number of livestock in the forest. Alternative livelihood opportunities are being investigated for income generation among the most marginalized groups (e.g. apiaries for women).

Tips:

- A participatory approach enabled negotiation of a common vision from apparently intractable points of difference, and identification of clear synergies between the opposing roles of different actors
- To overcome past conflict and establish trust:
 - Give the community respect, and ensure every step is truthful as there can be no mistakes
 - Get to know the people and the history of the place you are working in and build on this
 - If people say even one time that "we don't want you here" – respect this and consider it as the end
 - Be patient, persistent and continue probing
- Communities such as this one, respect elders a lot, so start with these people. Not the political leaders but the old men that people listen to
- When one tool fails, try another and don't be afraid to use multiple tools at the same time

FACILITATOR METHODS AND TIPS

ACTIVITIES TO SUPPORT BUILDING NEGOTIATION SKILLS IN A GROUP

The following activities for demonstrating good communication to groups have been used in the Smallholder Dairy Commercialization Program (SDCP) training for trainers on group organisation and management. Each activity comes from *Collection of Games and Group Dynamics Simulations, Indonesia National IPM Program*.

HOW MANY SQUARES?

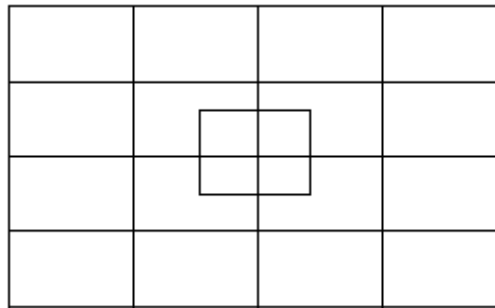
Objective: To raise awareness about the importance of considering the range of different perceptions and opinions of other people.

Materials: Flip-chart sheet, marker pen

Duration: 5 minutes

Steps:

a) Draw a large square on the flipchart sheet. Divide the square into smaller squares as shown



b) Ask the participants to count the total number of squares. List the various answers on the flipchart

c) The answers are likely to differ, since some people may overlook some squares

The correct answer is 35.

Discussion:

- Why do the answers differ between people?
- What does this game teach us about the perceptions of other people?

TIPS FOR FACILITATORS

Facilitators may be called in to assist a group to negotiate among their members or lobby other parties for support. In assisting with this negotiation or lobbying, group members can also learn about processes they can use themselves. Suggestions for facilitators assisting a group in negotiation and lobbying are as follows:

NEGOTIATION

- Build trust between the parties in the negotiation
- Facilitators can provide linkages between organisations and the group, and arrange for meetings and correct procedures for the negotiation to take place
- The process of negotiation can take a long time and might require re-negotiation. The facilitator and the group should be prepared for this and be patient
- Facilitators can coach members and leaders *'behind the scenes'* to negotiate between themselves to come to an agreement

LOBBYING

- Facilitators can arrange forums to connect groups and other organisations for lobbying
- Assist groups to promote their successes and the value of group activities when lobbying for support or contributions from other stakeholders

FURTHER READING

For more information on processes for negotiation and lobbying see:

- Tanui J, Chemangei A, Akiti. 2006. Enabling negotiation and conflict resolution for area wide planning: The case of collective action for watershed management. Paper presented at the Africa-wide Research Workshop on Bylaws held in Kenya, November
https://www.google.co.ke/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CC4QFjAA&url=http%3A%2F%2Fwww.worldagroforestrycentre.org%2Fdownloads%2Fpublications%2FPDFs%2Fpp07334.doc&ei=kCSvUZOnEeq_0QWb14HoDg&usg=AFQjCNHCrGUBxswpdxt0Lp5ymX4LK9kWCQ&bvm=bv.47380653,d.d2k (Accessed 4 June 2013).
- Module 5: Small Holder Dairy Program: A Training of Trainers Manual on Group Organisation and Management.
http://www.sdcp.or.ke/TRAINING_%20MATERIAL/manuals/GROUP%20DYNAMICS%20Manual_SDGP_IFAD.pdf (Accessed 4 June 2013).

CONFLICT MANAGEMENT

"Conflict is necessary for true involvement, empowerment, and democracy. Positive conflict develops our individuality so we feel more fulfilled and capable."

Conflict resolution is not a matter of identifying issues and asking that everyone get along¹.

When is conflict good within a group?	When is conflict bad in a group?
<ul style="list-style-type: none"> ✓ As a method of examining an issue in order to come to agreement ✓ When conflict leads to positive results ✓ Conflict adds to the cohesiveness of the group ✓ Keeps the group members engaged and alert ✓ Keeps the office bearers accountable and checks on the wastage of time and resources ✓ Brings out the voices of the 'quiet' members ✓ Is a tool for increasing the democracy in the group ✓ Good conflict is an indicator of growth or maturity in the group 	<ul style="list-style-type: none"> ✗ When members are divided and never agree ✗ When conflicts are left unresolved or are not able to be settled ✗ Repels partners ✗ Results in physical harm or emotional hurt ✗ Leads to damage of the environment (conflict over resources) ✗ Delays implementation of projects ✗ Makes members feel uncomfortable or unwilling to participate ✗ Leads to disintegration of the group ✗ When there is not enough 'good' conflict it is also bad for a group

CONFLICT RESOLUTION

When conflict becomes 'bad' groups and facilitators need to be able to resolve the situation to allow a group to progress. The following are characteristics of successful conflict resolution activities:

- Identify potential conflict areas and member issues, before they escalate
- Initiate dialogue with the conflicting parties to identify issues and their root causes through probing, remember to refer to group leadership committees, constitutions and by-laws resolve conflicts
- When group committees fail to resolve conflicts, provincial administration (chiefs) can be involved in the arbitration
- Ensure that there is good record keeping of conflicts and their resolution to better understand underlying causes and how to deal with them
- Ensure a win-win solution where possible

When there is not enough 'good' conflict it is also damaging for a group. A healthy level of conflict can be encouraged through a strong culture of trust, and good communication skills.

¹ Debra A, Jones. 2005. *Proactive conflict management in community groups*, Utah State University Extension, Vol. 10, No. 2.

EXAMPLES FROM THE FIELD

FARMER GROUP CONFLICT MANAGEMENT IN A SOIL CONSERVATION GROUP IN KAPCHORWA

Members of a group came to me complaining about the discomfort with their Chairperson, who they described as being authoritative and keeping information to himself and the executive only. This had led to significant divides in the group with the executive wanting to break away.

I went to the leaders and spoke to them about the issues that had been raised; offering options of what the leaders could do next, including holding a meeting with the members. A meeting was held with the members of the group, however only a few members attended. Despite this, the leaders had to initiate and address the issues raised. They apologised for the mistakes and asked the group to forgive them.

Following this meeting, the members came back to me (chairperson, KADLACCC) and explained that despite the apology they were still not comfortable. I asked them what they had been told, and what it was they did not like about it? The members did not think the leaders meant what they said. As a result, the conflict between the group and executive continued.

At the next meeting, two months later, I also attended to observe. Several members referred to the original meeting but the conflict still remained. So the Chairman spoke again, this time more openly, and apologised that he didn't know that they were disgruntled. I again asked members to give the leaders another chance, and made an agreement between the leaders and the group that if things did not improve in a set amount of time, the members can raise the issue again with the leaders for another solution. Since then, the group has progressed well. One member in particular was impatient and would like to see group activities happening faster. I have suggested that this member speaks directly to the group leaders to encourage them to act quickly for the benefit of all members.

Tips:

- Facilitators can coach both members and leaders to address conflict within a group themselves
- Conflict that can motivate and remind leaders of their responsibilities can be positive
- Coming to a mutual agreement/ deal is necessary to overcome conflict
- Face to face, open and honest discussion is important to resolve conflict

FACILITATOR METHODS AND TIPS

PRACTICAL ACTIVITY TO ENCOURAGE CONFLICT MANAGEMENT SKILLS IN GROUPS – THE LEMON STORY

The following 'thinking activity' can be used to explain the importance of finding out the root cause of a conflict.

Facilitator tells the group a story about a father who came home to find his two children fighting over a lemon. Ask the group “As a good father, what would you do?”

Contributions from the group may include:

- Cut the lemon into halves and share among them
- Make juice from the lemon and share it among them
- Buy another lemon or deny both the lemon

Answer: A good father would sit the children down and discuss what each child wanted from the lemon; in this case one wanted the peels and the other the juice from the lemon.

Lessons: Find out the root cause of the conflict

FACILITATOR TIPS

Facilitators are often brought in to mediate conflict resolution. In this role you can also support groups to build their own conflict resolution skills. The following tips are suggestions to keep in mind when doing this work:

- Do a ‘listening’ survey from various sources in the community to get a thorough understanding of the issues
- Help groups to clarify their original objectives and purpose to help resolve conflicts about direction. Those who did not want to contribute to the group objectives may wish to leave to avoid further conflict
- Facilitator can coach cliques/ different groups in the conflict to communicate with each other in order to resolve their differences and find a way to work together
- Bring competing groups together to find some common ground on a bigger objective. You may be able to formalise this cooperation through a Memorandum of Understanding (MOU)

MANAGING EXTERNAL CONFLICT

Groups are required to work with a range of stakeholders to benefit their communities. On occasions this can lead to conflict between various groups and organisations. To assist in mediating this conflict, groups and facilitators can:

- Identify the different roles or levels of operation for multiple groups in an area. Clarify demarcations of activities/ interests
- Strengths, Weaknesses, Opportunities and Threats analysis of relationships with other stakeholders to identify complementary strengths and weaknesses
- Ensure that all partners are sincere and transparent in the support that they can provide (action planning)

FURTHER READING

For more information on processes for conflict management see:

- Section 7: Negotiation and building agreement in the FAO's negotiation and mediation techniques for natural resource management.
<http://www.fao.org/docrep/008/a0032e/a0032e0a.htm> (Accessed 5 June 2013).
- Module 4: Small Holder Dairy Program: A Training of Trainers Manual on Group Organisation and Management.
http://www.sdcp.or.ke/TRAINING_%20MATERIAL/manuals/GROUP%20DYNAMICS%20Manual%20SDCP_IFA.D.pdf (Accessed 3 June 2013).

PARTNERSHIPS

Partnership refers to the state of being a partner and involves participation. It can be:

“A legal relation existing between two or more persons or organizations contractually associated as joint principals in a business as well as relationship resembling a legal partnership and usually involving close cooperation between parties having specified and joint rights and responsibilities” (Merriam-Webster 2013).

Partnership can also mean:

“The relationship between individuals or groups that are characterized by mutual cooperation and responsibility, as for the achievement of a specified goal” (Farlex 2013).

It can also refer to a person or organization you are engaged with for a particular purpose as guided by the objectives or principles for mutual benefit with clear understanding in a Memorandum of Understanding (MOU). Partnership management is how you can sustain and work with a partner.

Relevant partners are identified through conducting a stakeholder analysis based on a group's objectives and the objectives of the project. You should consider how long a partner will be there, the level of engagement and the relevance of each partner as part of the analysis. It is important to ensure the partner understands the objectives of the partnership and that the partners enter into an agreement of some form, which could be an MOU, to outline how the agreed objectives will be achieved.

GOOD AND BAD PARTNERSHIP ARRANGEMENTS

There are many ways in which a facilitator can look at good and bad partnership arrangements within groups as summarized below:

How do you know when your group has good partnership arrangements	How do you know when your group has bad partnership arrangements
<ul style="list-style-type: none"> ✓ Has many partners (depending on circumstance) ✓ Has non-parasitic partnerships (do not hurry into partnerships, study documents from partners) ✓ Both partners get what they want from each other ✓ Group start with clear documentation and agreement with partner ✓ Work plan/ objectives are clear to both parties ✓ Partnership is achieving its objectives ✓ Partners are lenient and flexible with each other ✓ Agreement/ MOU is reviewed regularly ✓ Good communication between group and partner characterised by feedback among partners 	<ul style="list-style-type: none"> ✗ When the partnerships break or partners are no longer there ✗ No clear objectives and expectations ✗ No transparency ✗ Imbalance of benefits and power ✗ When decisions are not made jointly ✗ If a facilitator does not want to work with the group ✗ Partners have selfish interests ✗ Partners deviate from initial agreement by the partners

In order for groups to maintain partnerships the facilitators need to help their groups adhere to their objectives, assist groups to update their partnership inventory, support groups and partners to have regular review meetings, evaluate the partnership processes (agreements, works plan, MOU etc.)

EXAMPLES FROM THE FIELD

A PARTNERSHIP FOR FINANCIAL SUPPORT

In Kapchorwa District of Uganda there was a group, which had just formed and needed support. This group came together to seek assistance to buy beehives to put in the protected national park with support from Kapchorwa District Landcare Chapter (KADLACC). I, the facilitator, had connections with many partners and discussed with the group to get support. In the process I approached AHI and KADLACC and received the support for funding. The group was asked to write a simple concept, following the guidelines, at the time when funds were being distributed. The concept was submitted, and having no competition they got the funds. They were very excited, as it was their first money. This made the group stronger and stronger. I then went ahead and built the group skills to make their beehives and they started making their own. The facilitator encouraged the group to write simple reports to report back on how they've used the money.

Lessons for facilitators:

- Facilitators need to have good ideas about which partners can work with the groups. They also need to guide the group well to identify the relevant partners

A PARTNER NOT MEETING THEIR OBLIGATIONS

A group from Lushoto District in Tanzania entered into a partnership with a church based organization to establish an irrigation water system to support the water user groups, as water was a problem in the community. The two partners organized a planning meeting and activities with clear roles and responsibilities related to irrigation, sustainability and gender issues. The District was obliged under the agreement to make some contributions in terms of money and other related resources like personnel, which it did not do. The project decided to drop some activities because the funds were not enough and the project ended without completion.

Lessons for the facilitators:

- Facilitators should ensure partners agree on roles and responsibilities they are able to deliver on

FACILITATION METHODS AND TIPS

- The facilitators' role in partner identification is very important
- Analyse the types of partnerships before agreeing with them (stakeholder analysis and prioritization based on group/ project objectives), do not get your groups hurried into partnerships
- Need to link with local authorities before making new partnerships (e.g. attending district level meetings)

- Necessary to make formal arrangements before entering into a partnership (facilitators usually have steps on how to do this). Additionally encourage the group to communicate with partners
- Agreements that are clear, understood and written are important. Additionally agreements must be reviewed when there are issues or need for updates
- When a partner cannot meet agreements it is good to investigate other options such as in-kind support
- Encourage groups to study documents from partners well before signing any agreements

RECORD KEEPING

Record keeping is putting together all written information including financial information that is produced or collected by a group in the process of its foundation and afterwards during its entire time of existence (G. Winkler et al. 2005).

Record keeping is the documentation of the history and necessary information about a group in a written format and kept in a place where it is safe and accessed easily when it is needed. In groups record keeping should be the responsibility of the secretary as well as the treasurer on financial management but the members should still know what is going on and what is being recorded. In most cases records kept by the groups are on membership certificate of registration, meeting minutes, inventory of assets and visitor's book. The group should have record keeping tools, which among others include receipt books, payment vouchers, monthly statements and others.

How do you know when your group has good record keeping	How do you know when your group has bad record keeping
<ul style="list-style-type: none">✓ Trained leaders on how to keep records, in particular the secretary and treasurer✓ Ensure that records include the mandatory information✓ Facilitator monitoring of records to ensure an appropriate standard for auditor	<ul style="list-style-type: none">✗ When there are no proper records within the group✗ When records can't be accessed when they are needed✗ When records can't support resource mobilization

EXAMPLES FROM THE FIELD

RECORD KEEPING IN MASINDI

A farmers group in Western Uganda, Masindi District wanted to access financial support from a government programme which is under the directorate of community development officer called the "Prosperity for all", an initiative of the president through the members of parliament. Many groups were formed under this initiative, but the funds took a long time to come to the groups so some disbanded. In addition to this, one of the conditions to access these funds was that the group needed to have proper records which was a shortcoming the group had. When funds came, the groups were supposed to access it based on a certain criteria (age, membership, certificate of registration, physical location, and group by-laws/ constitution. Many of the groups did not have these records. The group approached a facilitator to assist them on how to keep records and proposal writing and the facilitator requested the group to bring him a draft copy of their proposal to get the idea of what they had in mind. The funds applied for were to support the group to increase on maize production. During the discussions, the facilitator asked the group leader who had brought the draft proposal with a treasurer to write the amount of money the group wanted on a paper and the leader could not write. The facilitator requested him to bring some of the group records to help them prepare a financial record for them. This was facilitated and the group now keeps records very well and receives funding.

Lessons for facilitators:

- For any group to access resources, it needs to have records. The facilitators need to understand the areas in which the groups are weak and build their capacity. Any group with poor records or without records can't easily access financial support

RECORD KEEPING IN PEMBA

Two facilitators from Pemba in Tanzania conducted group training on record keeping to the farmer groups focusing on how to keep records of their harvests. Facilitators were provided with measuring scales to keep records for farmers/ group harvest before they sell so that they know how much has been produced, how much is being sold and what is left for household consumption. The group has so far noted that record keeping is important for the monitoring of group activities, as it has enabled them acquire financial support in form of loans from banks as a way of mobilizing resources for the group.

Lessons for facilitators:

- For proper record keeping, the secretary and treasurer of the group need to be trained on how to keep records to ensure that mandatory information is included. Facilitator monitoring of records will ensure an appropriate standard for auditor is a requirement and necessary, as these records are very much needed to support activities and convince donors when time for raising resources comes as well as for future reference for the groups during meetings, reviews and other related activities.

PROFIT AND LOSS RECORDS BY "GROUP A" FOR MAY 31ST 2013

Record period: March – April 2013

Costs of Production in UGX		Sales in Income
<i>Seeds</i>	<i>7,000</i>	<i>Sales in March 33,200</i> <i>Sales in April 42,000</i>
<i>Fertilizers</i>	<i>10,000</i>	
<i>Tools</i>	<i>7,000</i>	
<i>Bags</i>	<i>4,000</i>	
<i>Costs of transport</i>	<i>5,000</i>	
<i>Bank charges</i>	<i>200</i>	
Total costs	33,200	Total Income: 75,200
Profit		42,000

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- Financial Management: Meaning, Objectives and Functions: Management
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- Marshall G. 1998. "Resource mobilization" A Dictionary of Sociology from Encyclopedia
<http://www.encyclopedia.com/doc/1088-resourcemobilization.html> (Accessed 3 June, 2013).

RESOURCE MOBILIZATION

Resource mobilization refers to a distinct perspective for understanding social movements, emphasizing the critical role played by material resources. Resource mobilization stresses rationality and the importance of adequate funding, leadership, and organization.

Resource mobilization means looking for resources and bringing them together as well as using them well. Facilitators need to facilitate groups to mobilize resources well through building capacity of groups to write proposals and manage finances well when they are funded. They also need to make groups use locally available resources first as well as provide options and map out actors with group members as well as linking groups with other organisations such as financial institutions to support savings and credit within the groups.

How do you know when your group has good resource mobilization skills	How do you know when your group has bad mobilization skills
<ul style="list-style-type: none">✓ Has capacity to write proposals and manage finances✓ Has many donors supporting their activities✓ Rely on their own resources and external support comes in to supplement	<ul style="list-style-type: none">× If there are resources available but the group is not interested in accessing them× Dependency of the group on donor funds

EXAMPLE FROM THE FIELD

RESOURCE MOBILIZATION IN KADLACC, KAPCHORWA DISTRICT, UGANDA

The process of mobilizing resources under KADLACC follows a process. The Landcare Chapter invited member groups to come with their work plans based on the issues and challenges they face. These plans were discussed in a plenary and issues were put together into a concept note/ project proposal. Then they started searching for funds from the chapters' partners. So far they have received funding two times. The chapters' members are now given funds on an instalment basis, with the amount related to their work plans and activities.

Lessons for facilitators:

- If work plans are developed and funding sought collectively it can improve the chances of success. It is important for the facilitator to know which partners to seek funding from. Facilitator should be clear on which areas need support and all groups should be involved in the concept and proposal development stages and once funds are received they should be involved in the management of the finances.

FACILITATOR METHODS AND TIPS

- Link groups with partners who can provide funding, the group seeking funding must have a clear work plan and/ or proposal addressing the most important challenges such as; capacity building, sustainable land management and governance issues depending on which donor the group is targeting

- Lobbying and negotiation skills are important in resource mobilization as well as continuous follow up
- Linking the groups and other financial institutions is very critical as well as encouraging them to establish savings and credit institutions

FINANCIAL MANAGEMENT

“Financial management can be defined as planning, organizing, directing and controlling the financial activities such as procurement and utilization of funds of the enterprise.” It means applying general management principles to financial resources of the enterprise (managementstudyguide.com/financial-management.htm). Financial management in simple terms means putting group funds into proper use, keeping records, financial statements to know income and expenditure.

To ensure that financial management is done well, facilitators need to ensure the groups have training in financial management, are able to keep records that stick to the group plans and should advise groups to be realistic and avoid large amounts that they can't manage and assist groups to focus on SMART (specific, measurable, achievable, realistic, targeted) objectives.

How do you know when your group has good financial management skills	How do you know your group has bad financial management skills
<ul style="list-style-type: none">✓ When they keep income and expenditure records✓ Keep records and stick to the plans and budget✓ Avoid borrowing large amounts that they can't manage to pay back	<ul style="list-style-type: none">× When the treasurer is not transparent to the group on financial matters× When the leaders of the group use the group funds without the groups' consent× When the group does not have proper books of accounts (income and expenditure)× When group leaders withdraw funds from the account using a forged signature

EXAMPLES FROM THE FIELD

FINANCIAL MANAGEMENT IN BUNGOMA, WESTERN KENYA

A Christian group in Bungoma South District, Kenya, was formed to access funds from the government. After formation, the group received a water pump, which was kept by the leader of the group who used it for his personal needs. Conflicts arose and elections were held after 3 years where a new chairperson was put in place. The new group leader wanted to keep this equipment as the first leader and the group and the facilitator realised that resources and finances in this group were not being used well. The facilitator visited the group and provided some guidelines about how the resources including finances were to be used guided by the group constitution to contribute to the group's plans. The group began planning and reviewing as a team. The new group leader withdrawal of funds from the account with scanned signatures of the other signatories and this became a police case. Rules in the constitution were not strong enough to prosecute and needed review. Facilitators advised the group on financial management as well as analysing the reasons that they formed the constitution following the guidelines within the constitution.

Lessons for facilitators:

- Training in financial management to groups is very important and skills in formation of the group provide some insight into the true motivations of groups and their leaders. As Facilitators we need to be honest and tell our groups that “donor funds are like rain. There

is a rainy season and a dry season and the group needs to prepare for this. We do this by introducing the ideas of savings and credit among groups as well as proposal writing but this needs to be managed well.

ENTREPRENEURSHIP

“Entrepreneurship can be defined as the capacity and willingness to develop, organise and manage a business venture along with any of its risks in order to make a profit”.

Entrepreneurship is about seizing opportunities and bringing about positive change (Russell 2013).

Entrepreneurship is an activity that is done in return for money or to earn an income. Entrepreneurship is also the practice of innovative solutions to solve problems.

An entrepreneurial group is innovative, market-orientated, takes advantage of partnerships and possesses skills within the group to allow them to be entrepreneurial such as leadership skills. They are organised, focused and stick to group vision and mission, have a business plan, are good time managers, take calculated risks and are creative.

It is important to consider some factors before forming enterprises; - Identify resources (including environment and climatic conditions), identify profitable enterprises and commodity suitable to characteristics of group for instance handicrafts are mostly done by women’s groups, identify the groups needs and skills and know the market demands.



Figure 4: How a business plan works Source: <http://www.revupinnovation.com/2011/03/why-entrepreneurship-cannot-be-taught/>

EXAMPLES FROM THE FIELD

IDENTIFICATION OF OPPORTUNITIES: AN EXAMPLE FROM PEMBA ISLAND, TANZANIA

A women’s group in Pemba Island in Zanzibar, Tanzania, rearing local chickens, used manure from the chickens to produce vegetables. They developed further to use the income from the chicken and vegetable sales to buy ropes for cultivating seaweed from a nearby beach. The income from the seaweed, chicken meat and vegetables sales was used to purchase a dhow, which they use to acquire seaweed. Additionally the dhow is also hired out to local fishermen for a fee.

Lessons for facilitators:

- A facilitator needs to have entrepreneurial skills; the facilitator should also carry out asset identification and help the group explore opportunities.

LINKING GROUPS TO PARTNERS: AN EXAMPLE FROM WESTERN KENYA

A dairy group in Western Kenya was producing excess milk, which would go to waste. They would collect and sell to the nearest market centres. An IFAD project through the government provided a milk coolant. The milk, which was being wasted, is now being preserved. In the area there is a collecting centre for Kenya Co-operative Creameries (KCC). The facilitator approached the manager of the collecting centre and linked the group and after discussions, the manager ordered more than 1000 litres of milk. The group received payment promptly and made a big profit margin due to selling in bulk. The group was also able to access loans to buy more dairy cows; the increase in milk production translated to increased sales.

Lessons for facilitators:

- The facilitator should understand the technicalities of the group so that if there is an issue you can connect the group to partners; the facilitator should have knowledge on the opportunities and environment in which the group operates; the group should have the documents required to access loans prepared in good time.

IMPORTANCE OF TRAINING ON MARKETING AND BUSINESS PLAN: AN EXAMPLE FROM BUNGOMA, KENYA

A dairy group in Bungoma was a participant in an IFAD funded project that provided them with milk cooler and an artificial insemination kit. The group had the opportunity to use this equipment to start a business. Initially however, the group members were not willing to contribute the start-up money to make this business a reality. We provided them some training on marketing and business planning so that they could see the opportunities and learn how to invest their money. The groups invested in the stock exchange (shares) to raise the money. Group members who were unable to invest cash, contributed in-kind through credit from milk. This was achieved through negotiation with the local veterinary that would provide services in return for credit earned by supplying milk to the group's collection. Through this business model, the group has established their own agro vet dealership and has purchased a building and a second cooler. The group makes KES. 950,000 per month (approximately \$11,343) and have employed their own staff member. Beginner groups visit this group as a best case study.

Lessons for Facilitators:

- Providing groups with training on markets and business planning may assist them to identify opportunities, such as using provided equipment as a start-up opportunity; providing non-financial alternatives to get engaged in business ventures may allow greater participation for example using milk credits instead of money; successful groups can be used to teaching other groups to see the opportunities.

FACILITATOR METHODS AND TIPS

METHODS TO ENCOURAGE ENTREPRENEURSHIP

- Evaluate the progress of the groups' business ventures, identify barriers and discuss these to find a solution
- Facilitators can link group's to sources of funding, training etc. and support groups to prepare the required legal documents
- Bring similar groups together to form clusters and link these groups to the markets. Common barriers to enterprise development in groups include objectives not well formed, no links to markets and mind-set that does not consider farming as a business
- Facilitator can assist the group to form these objectives and do a feasibility study on the environment to access the opportunities to meet the groups' priorities
- Facilitators to look at groups' plan of action, and identify an individual member within the group who can do a business, support to build up this member and use as an example to other members of the group

FACILITATOR TIPS TO SUPPORT ENTREPRENEURSHIP

- Work with groups to identify clear objectives
- Support groups to develop work plans and business plans
- Asset and opportunity identification
- Understand the technicalities of the group to prevent issues
- Understand the environment that the group operates in
- Preparing the group to have the required documents to access financial support
- Consider non-money (in-kind) business opportunities
- Use working examples to open people's minds to opportunities
- Facilitator needs to identify which partners to link the groups with
- Facilitator should encourage sustainable and manageable enterprises and that the groups need to consider sustainability
- Consider the culture of the people in the community

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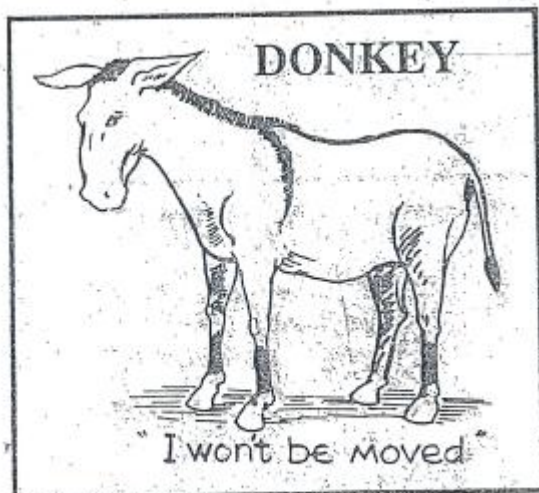
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APPENDIX 1: ANIMAL CODES

The original source is Hope and Timmel (1984) from 'Unhelpful Behaviour in a Group; Animal Codes' book 2, pg. 71.

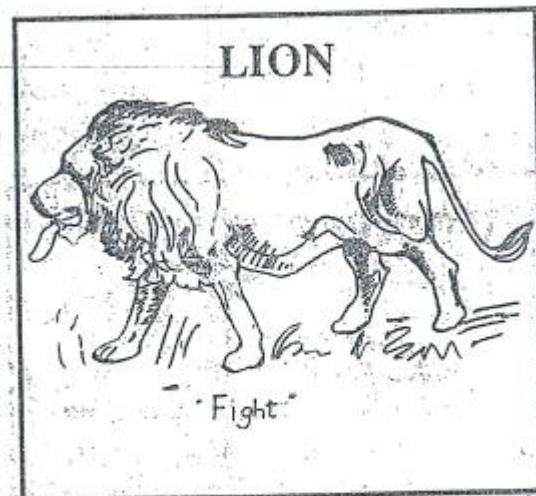
More information on facilitator tips can be found at:

<http://www.innatenonviolence.org/workshops/animal.shtml>



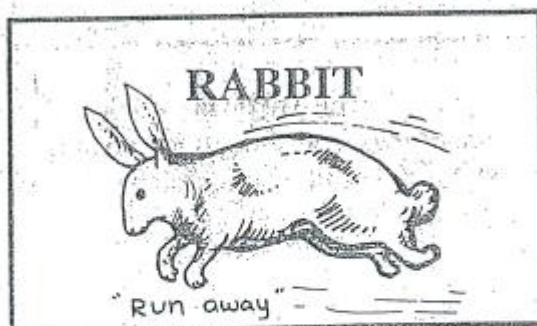
The Donkey

who is very stubborn, will not change his/her point of view.



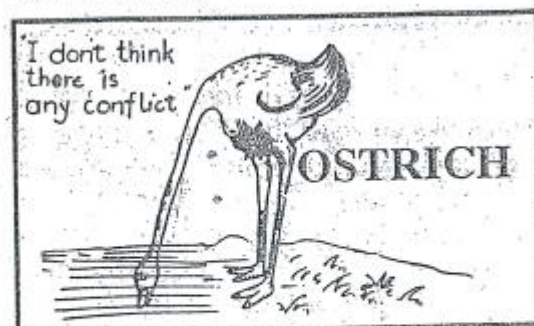
The Lion

who gets in and fights whenever others disagree with his/her plans or interfere with her/his desires.



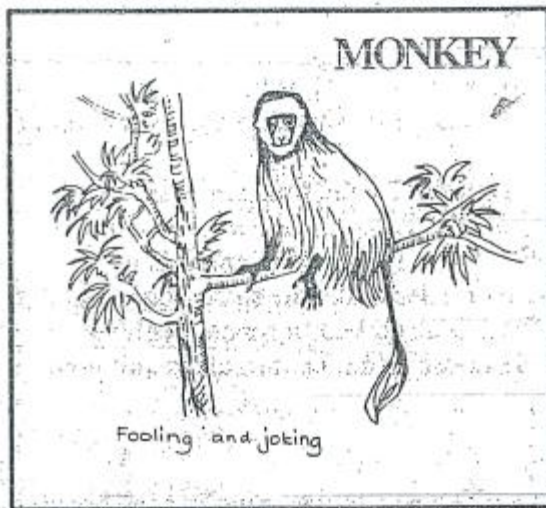
The Rabbit

who runs away as soon as (s)he senses tension, conflict, or an unpleasant job. This may mean quickly switching to another topic (flight behaviour).



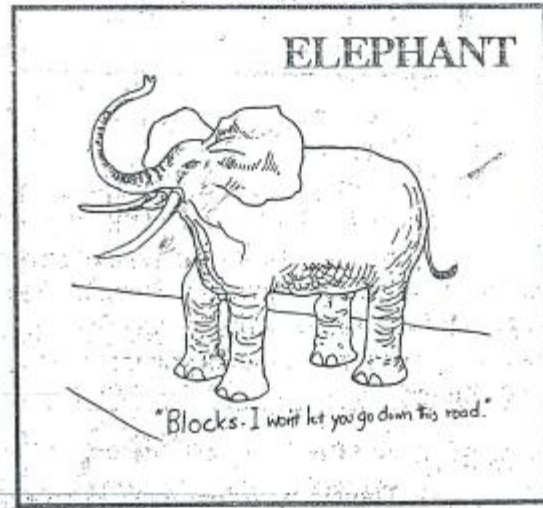
The Ostrich

who buries his or her head in the sand and refuses to face reality or admit there is any problem at all.



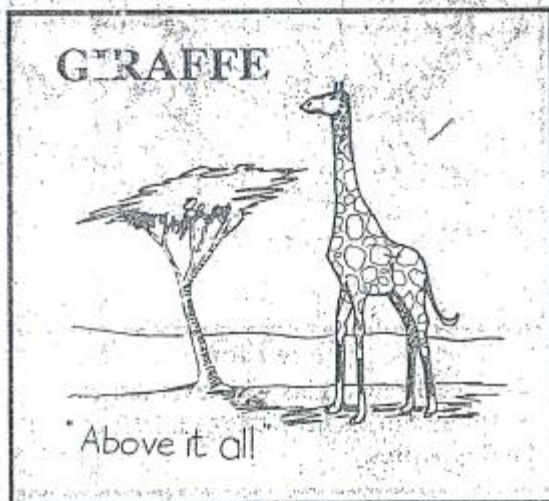
The Monkey

who fools around, chatters a lot and prevents the group from concentrating on any serious business.



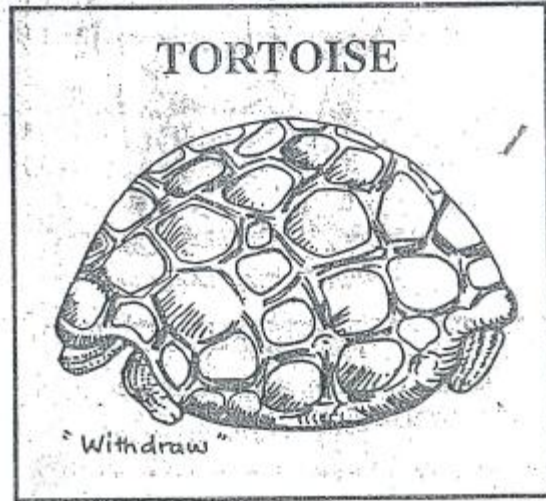
The Elephant

who simply blocks the way, and stubbornly prevents the group from continuing along the road to their desired goal.



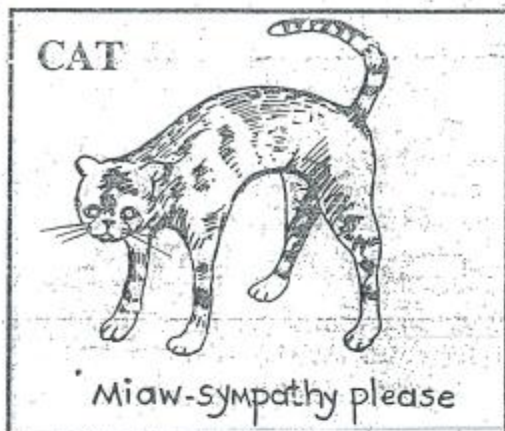
The Giraffe

who looks down on the others, and the program in general, feeling, "I am above all this childish nonsense."



The Tortoise

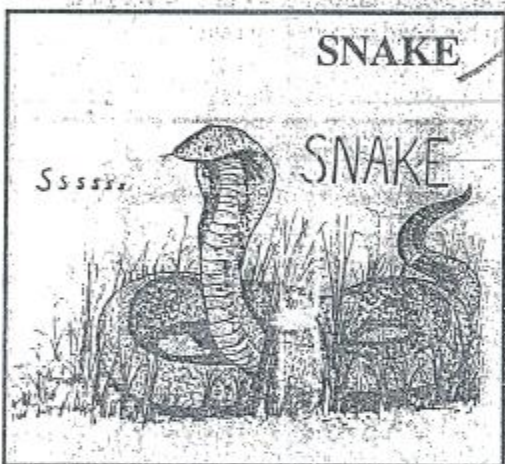
who withdraws from the group, refusing to give his or her ideas or opinions.



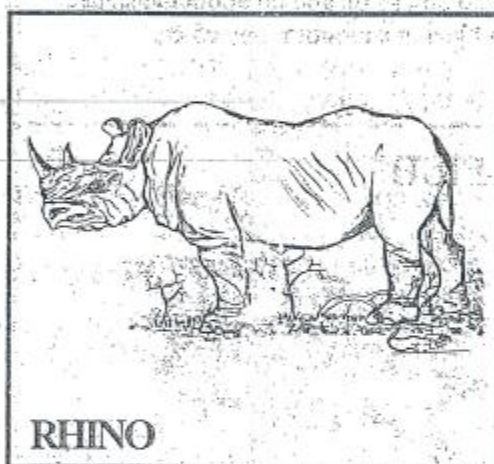
The Cat
who is always looking for sympathy. "It is so difficult for me... miaow..."



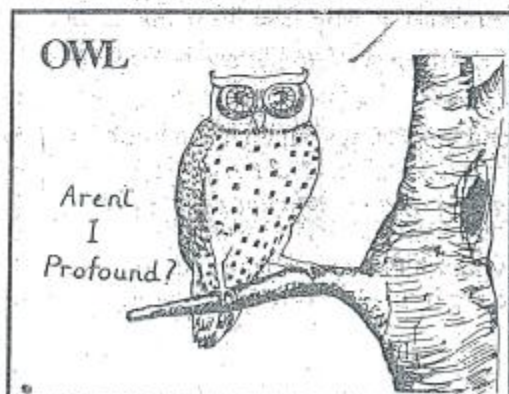
The Peacock
who is always showing off, competing for attention. "See what a fine fellow I am!"



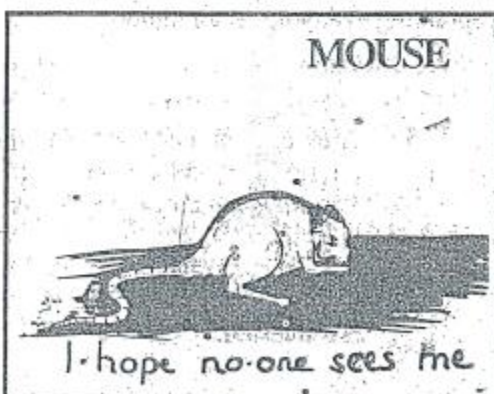
The Snake
who hides in the grass and strikes unexpectedly.



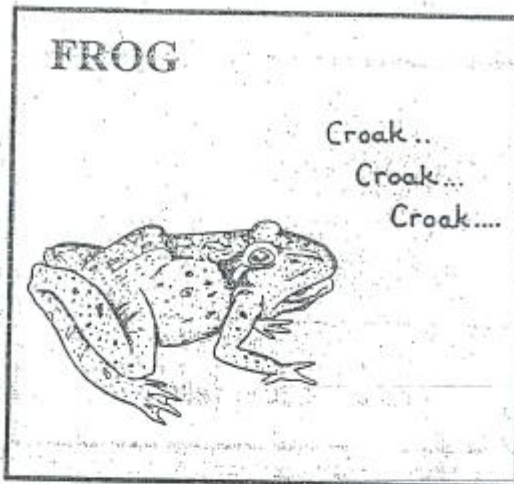
The Rhino
who charges around "putting her/his foot in it", and upsetting people unnecessarily.



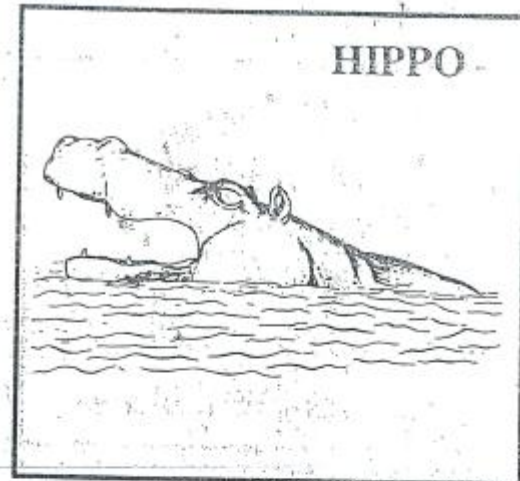
The Owl
who looks very solemn and pretends to be very wise, always talking in long words and complicated sentences.



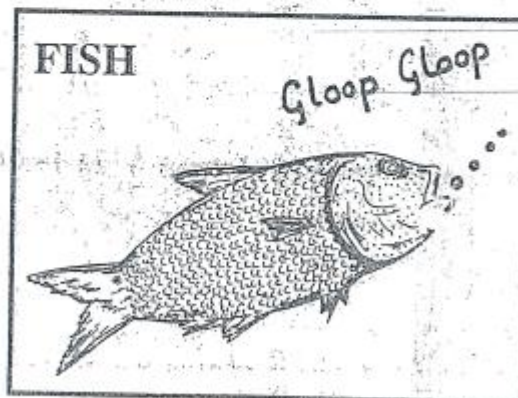
The Mouse
who is too timid to speak up on any subject.



The Frog
who croaks on and on about the same
subject in a monotonous voice.



The Hippo
who sleeps all the time, and never puts
up his head except to yawn.



The Fish
who sits there with a cold glassy stare, not
responding to anyone or anything.



The Chameleon
who changes colour according to the
people she is with. She'll say one thing to
this group and something else to another.