Food and Agriculture
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United Nations

BOND LEARNING GUIDE FOR TRAINERS

Empowering farmers and their organizations through the creation of social capital

BOND

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FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS
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[1] The performance assessment framework was developed and tested in the framework of two regional projects for North Africa (TCP/SNE/3402-3403) and in the CoOPEquity project.

[2] For further information: ComDev@fao.org

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Foreword

Agriculture has a crucial role in food production, environmental protection and regeneration, rural employment, food security, and poverty reduction. In Europe, it faces increasing challenges due to climate change, degradation of natural resources, depopulation of rural areas, and lack of attractiveness of the sector by younger generations, among others.

In response to these challenges, the EU Common Agriculture Policy has created a policy and partnership framework between Europe, its farmers and their organizations. However, the challenge is big due to the variety of its agricultural landscape, diverse climate conditions, farm sizes, type of production and levels of technology.

Farmers and land managers play a key role in the environmental, social and economic sustainability of the farming sector in Europe. The way they organize, innovate and network and their ability to combine individual and collective work are influencing the food landscape of Europe. Through the benefit of working with others, linking with multiple actors, individual and collective well-being is improved, rural areas are able to develop in a more equitable and inclusive way, and agricultural growth is enhanced.

Social capital is a key factor that concerns the ability of people to cooperate for common goals. What we have learned over the past decades, from organizational experiences in developing countries and countries in transition, is that physical and human capital accumulation by itself is not sufficient to induce development. Investments in physical capital (infrastructure and equipment) and human capital (skills development) are necessary conditions, but they are far from sufficient; they need to be complemented with the development of social capital (Stiglitz, 1998). This Learning Guide for Trainers focuses on "Empowering farmers through the creation of social capital," recognizing the fundamental role that social capital plays for healthy and sustainable organizations. Encouraging farmers and their groups to form associations or federations enhances their capacities to learn from each other, exchange reliable information about what works and what does not work, and monitor the accountability of their members (Ostrom, 2005).

We hope this Learning Guide will serve as a key resource for farmers and land managers in Europe and in all regions of the world to strengthen their capacities, invest in new institutions matching local conditions, and work toward a sustainable farming sector.

Background

Farmers, land managers and their organizations are important players for the economic, social and environmental sustainability of the agricultural sector in Europe. By working more closely, getting organized and creating networks, they will be able to achieve economies of scale, access information and knowledge, access input and output markets, sustainably manage natural resources, and engage in policy dialogue. In this way, they are able to better manage risks and provide better services to their members.

The EU BOND project on "*Bringing organizations and network development to higher levels in the farming sector in Europe*" contributes to unleash, strengthen and organize the potential for collective action and networking of individual farmers, farmer groups and land managers in countries with lower organizational levels primarily in the EU Member States. Through a three-pronged approach – SEE: learning from success, LEARN: self-assessment and capacity development, and TELL: engaging in policy dialogue – the beneficiaries of the project will commit and benefit from the synergies of working with others and of exchanging experiences and lessons learned.

This Learning Guide for Trainers is an important milestone of the BOND LEARN: self-assessment and capacity development component as it provides concepts and tools supporting individual and collective empowerment of farmers and their organizations. It is included in a Virtual Library, hosted in the EU BOND website (BOND, 2019) and providing a portfolio of tools covering areas of interest such as:

- agroecology;
- constructive dialogue;
- financial management;
- market development;
- organizational development; and
- cross-cutting themes such as food security, land tenure, gender, climate change, etc.

The design of the Learning Guide and the choice of topics is the result of the needs expressed during the preparation of two Trainings of Trainers on "Performance, equity and negotiation for farmer organizations" implemented in Cordoba, Spain from 26 to 29 September 2018 and in Coventry, UK from 6 to 8, February 2019 and of the feedback received by participants during and after the ToTs. The content of this Guide was further validated through a round of consultations with the BOND partners and underwent three rounds of reviews:

- internally by FAO at HQ, Regional and Country Office levels;
- by a Task Group formed by representatives of the BOND partners[3]; and
- externally by the UN ILO and by the UPADI [Union des Producteurs Agricoles (Québec) – Développement International].

The Guide was then tested in four Trainings of Trainers carried out between the end of 2019 and the beginning of 2020 in four countries: Romania, Poland, Portugal and Hungary. Inputs and comments provided by the trainers and participants were included in the Guide.

[3] The Bond partners are: Coventry University, Asociatia Ecoruralis, Land Workers Alliance, Asociata Obsteasca Proentranse, Spoleczny Instytut Ekologiczny , University of Cordoba, and Vedegylet Egyesulet.

PART 1

THE LEARNING GUIDE

1. This learning guide

This **Learning Guide**[4] supports the farmer leaders, land managers and their organizations already involved or supported through the BOND project to acquire knowledge and tools to implement learning events for building three types of relations, i.e. bonding, bridging and linking, which are core relations for an organizational development process of farmer organizations. Bonding relations are intragroup relations and are built at the grassroots level; bridging relations are built among farmer organizations to form apex organizations and networks (intergroup relations); linking relations are extra-group relations built with public and private entities as well as with policymakers.[5]

The selected topics are relevant from the grassroots to the national and regional level. It guides end users when they decide to engage in bonding, bridging and linking processes within their organizations, and more broadly in their countries and in the European region.

It is a tool to support the design and facilitation of learning events by farmer leaders or land managers but its scope of action goes beyond the facilitation of learning events and/or the acquisition of knowledge. The topics that are proposed can be applied to young or more mature groups or organizations, as they support the strengthening of good governance practices. Furthermore, the chosen topics and the events that could be organized are an opportunity to begin an internal reflection for farmer groups and organizations to start a change process within their communities and territories.

The target group

The Guide is designed for:

- farmer leaders, land managers;
- group facilitators or experts in community mobilization;
- board members, management staff of farmer organizations and cooperatives;
- leaders and facilitators of farmer networks and platforms; and
- technical staff of government agencies or of other farmer-supporting institutions.

The learning objectives

The overall objective of this Learning Guide for Trainers is to support the target group to facilitate the design and implementation of learning activities (trainings, workshops, roundtables, etc.) for (and within) farmer organizations and land management groups.

The workshops addressed to the leaders of the farmer groups/organizations might have as a major objective the elaboration of a shared vision to improve the performance, equity, governance and management of their group, organization or network (bonding). If such events wish to cover external aspects of the farmer organization or group, they

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4 The structure of Part 1 and part of the content included in section 4 were adapted from the training guide "Putting the Voluntary Guidelines on Tenure into Practice: a Learning Guide for Civil Society Organizations," http://www.fao.org/3/a-i7763e.pdf

5 Section 2 includes a paragraph on "The conceptual elements of the methodology: bonding, bridging and linking" and elaborates further on the social capital theory and on these key relations.

can also help to build strategies for dialogue and negotiation with other stakeholders and particularly with governments (bridging and linking).

By the end of the learning activities, participants should be able to:

1. know how to build and strengthen the internal capacities of their organizations;
2. project their vision in the future;
3. build and strengthen fruitful relations with other organizations; and
4. relate constructively with other key actors.

Some definitions

For the purpose of this guide, the following terms are used:

Social capital: the term "social capital" refers to people's ability to work together in groups. Social capital is an asset as a "collective resource of a group in terms of networks and social trust which facilitate its collective action for mutual benefit" (Putnam, 1995).

Organizations (FAO, 2012) are "group of individuals bound by some common purpose to achieve objectives" (North, 1990:5). Organizations include groups of individuals working together and jointly managing common resources toward a shared goal, ranging from informal rural producer groups (self-help groups, networks, etc.) to formal farmer organizations.

Farmer organizations:[6] membership-based organizations of smallholders, family farmers and agriculture producers, breeders, artisanal fishers, and indigenous people that are structured beyond the community level, at the local, national, regional and global level. They include all forms of producer associations, cooperatives, and their unions and federations.

Organizational development:[7] a body of knowledge and practice that enhances organizational performance and change.

Overview of the learning guide

This Guide is divided into the following parts:

Part 1. The learning guide

1. This learning guide
2. The training methodology
3. Structure of the training
4. Preparation of the training

Part 2. The training sessions

- Training sessions and material
- Annexes
- References

Each training session presents: Session structure, Trainers' notes, Technical background and Material (PowerPoints and/or handouts).

[6] Adapted from IFAD's "Engaging with farmer organizations for more effective smallholder development" (2016).

[7] Adapted from FAO Learning Module 4 Organization analysis and development (2013).

2. The training methodology

The Learning Guide proposes participatory methodologies based on experiential learning and adult learning theories and includes the use of case studies, debates, videos, and group and individual activities. These help participants take ownership of their own learning and change process and maximize exchanges between one another. Emphasis is placed on sharing experiences and good practices, as well as searching for innovative and practical solutions to problems and challenges farmer organizations may face.

Learning is encouraged by sharing concrete situations experienced by participants within the framework of their group or organization. If training is provided to members of one organization, then it is key to invite participants to use their farmer organization as a case study throughout the training, and to use these exercises as a basis to be further developed and implemented in real life.

The facilitator or the facilitation team should ensure that an environment of respect, trust and mutual support is created to allow for safe sharing of experiences and perspectives.

Each session includes exercises and participatory techniques based on previous FAO work on rural institutions and on the joint work undertaken by FAO and UPA Développement International (UPADI) in the framework of the Technical Cooperation Project on "Renforcement du rôle des réseaux des organisations professionnelles agricoles et de la pêche dans la sécurité alimentaire au Maghreb" (FAO TCP/SNE/3403). It is rooted on a series of training modules developed and implemented by UPADI called Les Savoirs des Gens de la Terre (LSGT) as well as on the FAO Learning Module 4 Organization analysis and development (LM4) and the FAO-FIAN Learning Guide – Putting the Voluntary Guidelines on Tenure into Practice: A Learning Guide for Civil Society Organizations (FAO, 2017).

The conceptual elements of the methodology: bonding, bridging and linking

Learning from prior works on social capital in the farming sector suggests that sustainable small-scale farming and land management, and effective collective action are the result of three interdependent types of relationships that farmers and land managers need to develop, i.e. **bonding**, **bridging** and **linking** relations.[8] The ways in which these relationships and social networks grow are illustrated by the social capital theory (Bourdieu, 1986 and 1992; Putnam, 1995; Burt, 2001; Lin, et al. 2001; Woolcock and Narayan, 2000.)

Putnam (Putnam, 1995) defines these relationships as the "collective resource of a group in terms of network and social trust which facilitates its collective action for mutual benefit." Social capital allows individuals to bond together to defend their interests and organize to support collective needs. The utility of social capital lies in its potential to make people act collectively and, by doing so, increase their access to assets, services and capabilities (empowerment). Like physical and human capital, social capital generates a

[8] The text has been adapted from Herbel, Crowley, Ourabah and Lee, 2012: "Good practices in building innovative rural institutions to increase food security."

stream of returns (Uphoff, 2000; Grootaert and Van Bastelaer, 2001). The ways in which these relationships and social networks grow are explained below.

What are bonding relations?

Bonding social capital refers to ties within an organization intragroup relationships) among members with high levels of similarity in attitudes, information and resources. These relationships are close and involve interpersonal ties between small groups of people. In the case of cooperatives, bonding relationships are generally formed between farmers of the same social group with common characteristics. They share a sense of common identity and belonging, based on the same social history and territory, within an organization at grassroots and local levels. Bonding social capital takes place between farmers whenever people spend time together regularly in face-to-face meetings. In this way, they nurture social capital.

Efficient and sustainable bonding ties within an organization are structured around:

- a common objective and voluntary membership, and
- a shared identity in a limited group size.

First of all, cooperation among members results from their willingness to work together to achieve a common goal. It is the choice of its members who calculate that they will be better off by cooperating with one another (utility principle). Through repeated, direct personal interactions in a small affinity group, a strong common identity is created and tends to over time reinforce relationships of mutual benefit.

Strong members' identification is only possible if the group is small enough to allow members to communicate with each other on a regular basis. Studies suggest that the ideal size of such groups is between 15 and 30 members, not any larger (Herbel D, 2015).

In a farmer organization, bonding relations generate patterns of interaction based on common norms, values, behaviour and beliefs: a common understanding of appropriate ways of acting that predispose people to cooperate. The homogeneity in membership reinforces organizational performance by affecting positively individual behaviour, collective decision-making processes, and commitments. The social group pressure on every member is strong. Social pressure encourages those farmers who refuse to comply with their commitments. Moral incentives motivate farmers to do things on the basis of right and wrong according to common norms. Any free riding or shirking is evident and will be stigmatized. The failure to respect common rules is condemned.

Bonding social capital provides a set of norms of acceptable behaviour for individual members. All those relations enhance the cohesion of the cooperative. The stability of these normative behaviours is what creates enduring organizations and allows farmers to achieve high levels of cooperation.

Benefits and limits of bonding relations

Through bonding relations, farmers gain self-confidence and knowledge to analyse their own problems, make informed decisions, and act collectively. Bonding relations enable farmers and land managers to identify joint solutions and build strategies to cope with change. In addition, farmers need to develop a sense of ownership in their group or in the organization to which they belong to be committed and engaged.

Bonding relations are inward looking and protective in nature. In a cooperative, these relations can be translated into defensive strategies. Cooperatives can emerge as attempts by individual farmers to improve their economic position in the absence of competitive markets. Defensive cooperatives correct market failures on narrow markets with a low number of buyers and sellers. Small-scale farmers produce surpluses that are fragmented, scattered and dispersed in remote areas. They create numerous small-scale transactions of very low volume with high fixed costs per transaction. By grouping purchases and sales, the local cooperative may offer individual farmers an opportunity to modify the position they occupy, thereby reducing transaction costs.

However, bonding social capital can also produce exclusion. Often local organizations are based on traditional village bonds, or on status such as gender and youth; these bonds are too "restricted"; they can resist change. Thus, a gradual opening is necessary to turn them into more modern organizations through building different relations to become more outward looking.

In addition, bonding relations are based on interpersonal relationships. Cooperatives and other types of organizations can address the needs of new members and they can grow too much, overcoming the optimal size for effective bonding relations. As noted by Mancur Olson, the incentive for a group's members diminishes as group size increases; large groups are less able to act in their common interest than small ones (Olson M., 1965). The expansion of cooperatives beyond a certain size renders social control through peer pressure ineffective.

Therefore, the narrowness of collective action with only bonding relations does not provide access to the complete range of resources needed for ensuring full economic inclusion of small-scale farmers.

What are bridging relations?

Bridging social capital refers to partnership connections among organizations that are alike (intergroup relations). Such relations are horizontal ties that connect farmer and land manager groups together to create larger organizations in the form of farmer or land workers' unions, federations and networks. In unions and federations, member organizations share part of their decision-making power; in loose networks, each organization keeps its full autonomy.

Efficiency is critical to position a farmer organization in national and global markets. Growth is required to achieve a critical size large enough to be able to gain market power and generate economies of scale. However, growth size means attracting new members and expanding its provision of products and services. Focusing on efficiency to generate economies of scales (reduced costs) and gain more bargaining power (increased income), the positive effects of growth may offset the negative effect of the development of eroding bonding relations among members: the size dilemma.

Over time, successful farmer organizations grow, allowing more farmers to access more products and services at better conditions. But in large cooperative organizations, individual members cannot possibly know each other; frequent or regular face-to-face meetings are no longer held. Communication among members becomes more complicated. The cooperative is no longer an affinity group based on a common identity. A member will not be affected socially if he or she fails to make efforts on behalf of his or her cooperative's goal. With cooperative growth, the bonding relations tend to weaken. With growth, the cooperative life becomes increasingly complex; it may lead to the decline of social incentives of the bonding social capital that operate well in organizations of small size.

The benefits of bridging relations

The development of bridging relations connecting similar organizations together to form larger organizations is a relevant organizational innovation for their effective inclusion in value chains at national and global levels. They can together develop their competitiveness and members' participation. Through bridging relations, farmers from different organizations are able to pool their assets and competencies to overcome market barriers by controlling larger market shares and accessing better-quality information. Greater negotiation power, in turn, translates into more favourable transaction conditions and greater influence over other actors.

The main benefit of bridging social capital is to achieve a critical size to compete effectively in national and global markets. For instance, by pooling their individual sales, cooperatives increase the scale of transactions, reaching a critical size. The grouped transactions provide large economies of scale compared to realizing them in an individual way. Pooling individual transactions offers output buyers access to large volumes of produce without intermediaries; it provides a security of supply sources and facilitates product uniformity and quality control procedures. The bridging relations also enable the ability to pool new assets (for instance: sharing a common processing plant, combining distribution facilities, and marketing under a common brand name), competencies and resources to face the pressure of markets and be able to compete with private corporations. These bridging relations are defined as additive Alliances (Filippi, Maryline; Triboulet, Pierre, 2011): the ones that mobilize the same type of resources of different cooperatives to attain critical size.

In addition to these alliances, farmer organizations can create and develop a range of specialized bodies to provide new assets and specific competencies to their members. These complementary Alliances (Filippi, Maryline; Triboulet, Pierre, 2011) aim at building a new competitive advantage through, for instance, a partnership with local non-governmental organizations (NGOs) to access research and extension services or with international NGOs to enter new markets such as fair trade and organic products. Bridging relations may make accessible new resources and opportunities that do not exist in an individual cooperative or farmer organization.

With bridging relations, individual organizations can keep a large part of their decision-making power. Therefore, they can maintain the strong local dynamic – the bonding relations –that drives local organizations: "they may be induced to use their social incentives to get the individuals belonging to each small group to contribute toward the achievement of the collective goal of the whole group" (Olson, 1965, p. 63). Hence, developing bridging relations – inter-organizational alliances and networks – seems to be a prominent way to preserve the close bonding relations that benefit from the local anchorage of cooperatives of farmers while simultaneously taking advantage of economies of scale – lowering costs and improving market power – or increasing benefits.

In conclusion, the market's pressures cause farmer organizations to increase their competitiveness. Bridging social capital built on a dense network of relations offers an interesting solution for addressing the size dilemma. In alliances, partnerships or networks, organizations can pool and coordinate the use of shared assets, resources and competencies. Thus, alliances built on bridging social capital provide each farmer organization a flexible way to be competitive in global markets while maintaining a strong identity based on the bonds with their members.

What are linking relations?

Linking relations are vertical ties that can be created with influential actors belonging to the economic or political arena such as private businesses or governments. Through strong links with economic actors, farmers and land managers can gain access to national and international markets. Greater negotiation power, in turn, translates into more favourable transaction conditions and greater influence over other actors.

Linking relations with policymakers helps actors create an enabling environment and conditions for their organizations to thrive and develop sustainably. To be successful, these links between farmers, land managers, market actors and policymakers must result in a positive sum game in which all partners agree to cooperate to advance their common interests, achieve and increase profits, and share benefits and risks.

The benefits of linking social capital

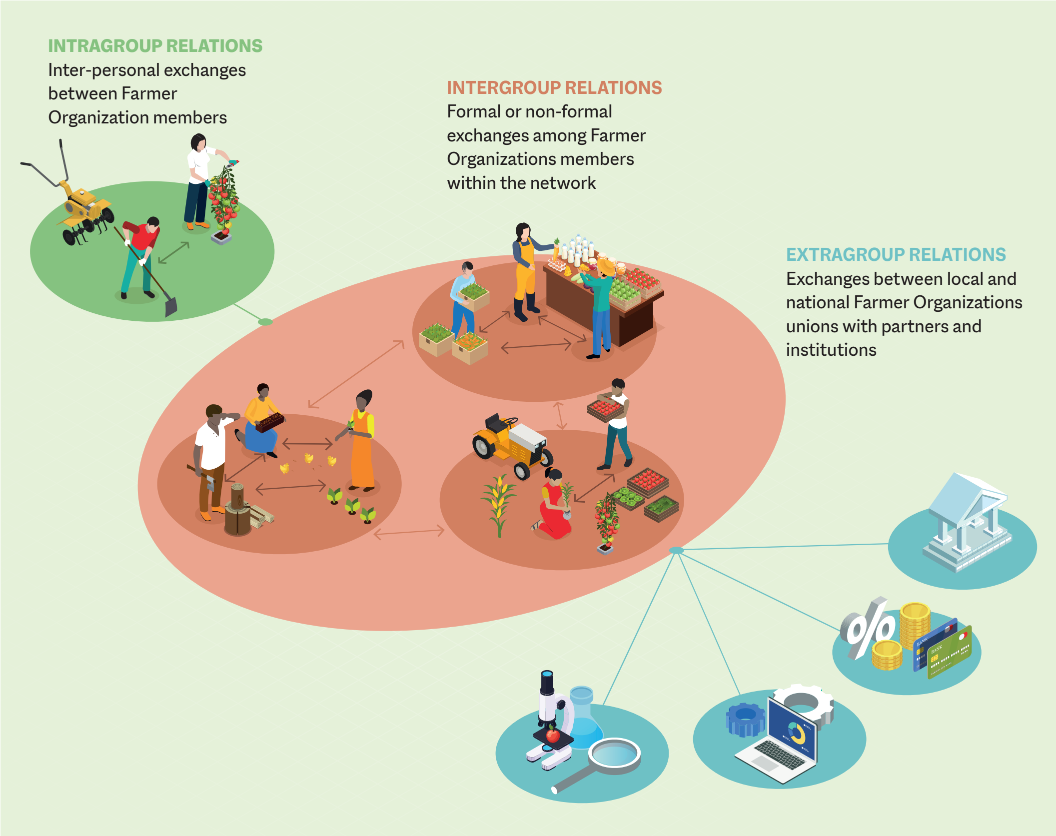
The linking form of social capital has potential to work as leverage; it helps an organization "get ahead". It can improve the terms for groups to take part in the economy by strengthening their ability to participate in trade relationships and activities and access new opportunities. In a society lacking social trust (low-trust society), small-scale farmers and operators both upstream and downstream do not have an incentive to enter rural markets. It is too risky and too costly.

By building linking social capital through their organizations, farmers can benefit from market opportunities. It opens up economic opportunities for those belonging to less powerful or excluded groups of farmers. But linking social capital's effectiveness depends on the ability of an organization to establish, manage and pursue balanced relations with powerful actors such as governments (negotiation power) and economic actors (market power).

Neither farmers nor private operators will enter into a commercial transaction in the absence of trust. On the one hand, by enforcing members' contracts with private operators, farmers organized into cooperatives secure the supply in terms of quantity and quality, develop a reputation, and provide private operators a credible assurance for profitable transactions. On the other hand, cooperatives can secure profitable transactions for small-scale producers by rebalancing the market power. In transactions between upstream and downstream private operators and the cooperative, competition divides the value added. To secure a stream of benefits for small-scale farmers, the organization needs to provide the right incentives. By communicating and coordinating their decisions together (through grouped sales and purchases), farmers within their cooperatives can create conducive market conditions. Cooperatives can improve small-scale farmers' bargaining power, reduce their transaction costs, mutualize their risks, and create trust with upstream/downstream operators.

Through strong links with economic actors, farmers can gain access to national and international markets. Linking relations with policymakers help actors create the enabling environment and conditions for their organizations to thrive and develop sustainably. To be successful, these links between farmers, market actors and policymakers must result in a positive sum game in which all partners agree to cooperate to advance their common interests, achieve and increase profits, and share benefits and risks. The figure below provides a visual representation of the three interlinked relations that interact closely with one another and enhance the benefits of each individual relationship.

FIGURE 1: **THE BONDING, BRIDGING AND LINKING FRAMEWORK**



Often the development of one relationship depends on one or both of the two other relationships; however, their evolution path is not linear, automatic or sequential. It happens through a conscious process where farmers and land managers become the primary drivers of their development by:

- building trust and self-confidence among individuals;
- developing a common understanding of the situation and problems they are facing and engaging collectively in developing a shared vision and plans of action; and
- enhancing market access and negotiating power of small-scale farmers in relation to other economic and policy actors.

These are the three lines along which the training programme has been built and the topics selected. The attribution of the topics to each type of relation has been a choice of the author, based on reflection and practice on the theory of social capital, group dynamics and the application of participatory methodologies.

Options for applying the methodology

The content of the Learning Guide can be used in a modular way, i.e. depending on the needs of the farmer organization or group (need to build internal capacities, need to build relations among organizations, or need to build links with external actors), on the level of knowledge and interest of the participants in the various topics (e.g. on leadership and management, on developing action plans, on dialogue and advocacy, etc.), and on the time available for the training (from one to five full days of training).

3. Structure of the training

The training is proposed as a five-day training to cover the whole spectrum of the proposed topics on bonding, bridging and linking. It is composed of 16 sessions (plus a Welcome and opening and a closure session). Two days are devoted to bonding topics, two days on developing bridging relations, and one full day on linking. The time devoted to linking can be extended to two days as relevant topics related to communication and networking also can be applied to develop linking relations. Depending on needs and interests, the five days can be reduced to one, two, three or four days.[9]

Table 1 below presents the suggested five-day training schedule, including all the topics, structured as follows:

TABLE 1: **TRAINING PROGRAMME**

Day 1	Day 2	Day 3	Day 4	Day 5
Bonding: building internal capacities	**Bonding:** building internal capacities	**Bonding & Bridging:** from building internal capacities to building relations among organizations	**Bonding & Bridging:** from building internal capacities to building relations among organizations	**Linking:** building links with external actors
Welcome and opening **SESSION 1** Groups and organizations as complex systems	**SESSION 5** The concept of shared leadership and equity	**FOCUSING ON PROCESSES** **SESSION 9 - PART 1** Participatory analysis of organizational performance	**SESSION 12** Developing strategies and an action plan	**SESSION 15** Dialogue and advocacy
FOCUSING ON PEOPLE **SESSION 2** Self-confidence	**SESSION 6** Conflict management	**SESSION 9 - PART 2** Participatory analysis of organizational performance	**FOCUSING ON PROCESSES** **SESSION 13 - PART 1** Communication for collaborative action	**SESSION 16 - PART 1** Negotiation – What
SESSION 3 Management and leadership	**FOCUSING ON OBJECTIVES** **SESSION 7** Cooperative principles and values	**SESSION 10** The performance assessment questionnaire	**SESSION 13 - PART 2** Communication for collaborative action **SESSION 13 - PART 3** Communication for collaborative action	**SESSION 16 - PART 2** Negotiation – How
SESSION 4 Leadership styles	**SESSION 8** Building a common vision	**SESSION 11** Providing advisory services to farmers	**SESSION 14** Networking and partnership	Closure, final reflection and evaluation

The full programme of the Training of Trainers will allow participants to:

- Define the organization as a complex system, balancing people, objectives and group processes (bonding).
- Identify concrete tools to increase confidence in different situations (bonding).
- Acquire knowledge and skills to effectively lead men and women in the organization (bonding).

[9] Annexes 1 and 2 provide examples of the modularity including, respectively, the four-day training on "Performance, equity and negotiation for farmer organizations" implemented in Cordoba, Spain from 26 to 29 September 2018 and the two-day training held in Coventry, UK, from 6 to 8 February 2019.

- Understand the role of conflict for organizational transformation and identify strategies for conflict management (bonding).
- Reflect on values and principles for farmer organizations (bonding).
- Sensitize on the importance of gender equality and women empowerment (bonding and bridging).
- Explain the importance of building a shared vision (bonding).
- Analyse organizational performance, identifying its strengths and weaknesses in relation to its mission (bonding and bridging).
- Formulate strategies to strengthen performance, equity and governance (bonding and bridging).
- Establish a plan of action for the next 12 months (bonding and bridging).
- Familiarize with the role of agricultural advisors and discuss the role of agriculture networks (bridging).
- Explain the importance of strategic communication and on how to formulate and effectively deliver messages (bridging and linking).
- Describe the nature and elements of constructive dialogue with government counterparts and among farmer organizations (bridging and linking).
- Identify different strategies and styles for negotiation (linking).

4. Preparation of the training

Training situations vary greatly; therefore, the materials and suggestions provided in this manual should be viewed as a guide to conduct a successful training. The level of experience of the facilitator, the knowledge and skill levels of participants, and the training context are all factors that need to be considered when planning the workshop. The training workshop as outlined in this guide is designed to take place over five days. A number of steps are involved in getting ready for this training:

1. Assessing needs.
2. Selection of the participants.
3. Setting up the training team.
4. Choosing a training venue and room set-up.
5. Preparing training materials and equipment.

The training organizers should begin preparations approximately two months prior to the training, particularly if there is a need to translate the material into local languages and adapt the examples. In addition to the time usually required to prepare for the training workshop, it is essential to take into account that a full understanding of the proposed methodology, and a good familiarity with this learning guide and how to use it, may require some additional preparation time. Other key factors also may have an impact on the time needed, namely:

- the level of familiarity of the facilitator with the topics (such as performance, equity, governance, management, negotiation, etc.);
- the need to adapt the training material to the local context and to identify relevant examples; and
- the need to translate the training material into local language(s).

A careful assessment of these elements prior to starting the preparation is recommended to plan realistically for the work and time required to properly prepare for and carry out the training.

Assessing needs[10]

The environment in which farmer organizations operate continually evolves and there is a need to learn new skills, however, training may not be able to solve all of the organization's problems. It is important to undertake an initial self-assessment of the organization to determine which changes are needed and whether they can have a training solution. If training is a solution, then the training organizer or the facilitator should make all the necessary efforts to involve the members of the organization. In a small organization, this can mean the involvement of all members. If the farmer organization is big, this may not be possible and the needs assessment can be made by members of its guiding committees, board, or working groups. The more that members are involved in the self-definition of training needs, the more they will be committed to the common objectives of their organization.

[10] For assessing the context and learning needs, see FAO Learning Module 3 Good practices for effective capacity development (2013).

Selection of participants

A minimum of 10 and a maximum of 30 participants are recommended to maintain the integrity of the training design. In terms of their selection, it is recommended to take into account the following:

- Geographical distribution.
- Gender and age balance among the participants to allow men, women and youth to attend and benefit from the training. Careful attention has to be paid when designing a participatory training session in countries where women are not allowed to give their opinion in meetings with men. Separate discussion groups may need to be organized.
- Strong motivation in acquiring knowledge and skills and in disseminating it.
- Some experiential knowledge of the topics.
- Potential multiplier effect in the territory/community in which the participant lives.

If the training includes participants from different farmer organizations, it would be important to have representatives from farmer organizations belonging to different sectors or activities to allow cross-fertilization of experiences from an organizational point of view.

The trainer and her/his role

Depending on the objective or duration of the training, a training team could be set up well in advance of the training. Ideally the team should be involved throughout the process: in the preparatory steps, implementation of the training, and monitoring and evaluation activities following the training. Depending on the duration of the training, it is recommended to have two facilitators[11] conducting the training who alternately lead and support the facilitation. Support staff will also play an important role in preparing the training materials, photocopying documents, and helping the facilitator(s) during the training. It is recommended that support staff be available full time for at least three days before the training begins. In addition, a person should be assigned to document the training by taking notes and photos during the training and preparing the training report.

It is strongly recommended that the trainer or training team review, in collaboration within the organization to be trained, this learning guide prior to the training to gain a full and common understanding of the methodology, materials and background for each session. The trainer or the training team should be responsible for pre-training preparations; it should define in advance the roles and responsibilities for each session. The trainer or the training team should make a list of what has to be prepared in advance, the materials needed, the responsibilities and the timing. It is also essential to allocate one day for a rehearsal before the training. Talking through and practicing each session brings the guide to life and helps the trainer or the training team to think through the process and ensure that all the materials are in place. The trainer or the training team should also allow time to absorb the content included in the Technical background of the sessions and on facilitation.

[11] In countries where mixed groups cannot be created, it would be important to have one man and one woman facilitate the different groups.

The role of the trainer[12]

The trainer or the training team carries out three roles. They act as:

- facilitator(s);
- mobilizer(s); and
- resource person(s).

As a **facilitator**, the trainer remains neutral about the content of the learning event and has no stake in the decisions that are taken. He or she helps the group discover all its potential through creative and cooperative work. He/she is concerned with the process of discussion and decision-making. The facilitator's responsibility is to:

- Create an environment that makes participants feel comfortable and at ease.
- Guide the discussions and introduce sessions.
- Summarize.
- Acknowledge people's views and opinions.
- Ensure there is good communication in the group. It is important to ask and encourage everybody to listen and to contribute. This is particularly relevant in certain contexts with regards to individuals conventionally inhibited to speak out at meetings (for instance, women and youth).
- Consider carefully how participants react to one another.
- Motivate for action.
- Ask questions.
- Listen carefully.
- Keep the discussion focused.

The facilitator should make participants share their experiences and search for solutions to their problems. He/she should help group members become self-confident in engaging with the topics and issues raised in the training.

As a **mobilizer**, the trainer's role is to raise participants' interest and help them identify problems and find new solutions. If the process gets stuck, he/she needs to help the group deal with it in a constructive way. For instance, if there is no consensus on a certain topic that is raised, the issue can be noted down in a "parking lot" where the group acknowledges that no consensus can be reached and it is captured in the training report for future reference or record.

As a **resource person**, the trainer provides information and content to the group on the selected topics to allow acquisition of knowledge and frame the discussion. He/she should also compensate for knowledge gaps between different members of the audience, and ensure that all are able to understand the material being proposed, i.e. in a training for an organization, you may have leaders with advanced education and a fisherman or farmer who might be at a different level.

During the training event, all roles are needed. For example, at the beginning of the session, the trainer provides content (**resource person**), but as participants feel more comfortable with each other and group cohesion increases, the trainer can become a **facilitator** and let the group control more of the content by sharing their own knowledge. As the session comes to a close, the trainer can mobilize and focus attention to bring out key learning points and encourage the group to switch from action to reflection (**mobilizer**).

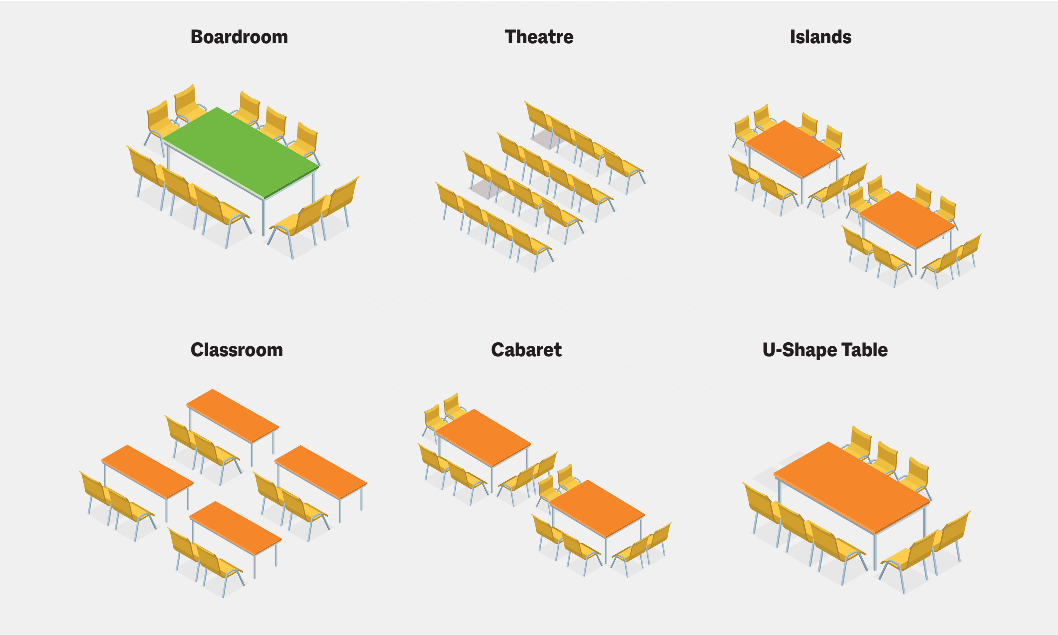
[12] The text of this section has been adapted from FAO *Agriculture cooperative development. A manual for trainers* (1998); and FAO Learning Module 3 Good learning practices for capacity development (2013).

Choosing a training venue and room set-up

The selection of an appropriate venue and the arrangements at the venue are important in ensuring that the training workshop runs smoothly.

The geographic location of the venue as well as the actual physical space such as the size and layout of the room can significantly influence the outcome of the training. The training venue should have a large hall with lots of space for the participants to move around. Ideally the capacity of the room should be approximately double the number of participants (e.g. a room with capacity for 40 for a workshop with 20 participants). Chairs should be easily movable and arranged in different ways as shown below, depending on the nu mber of participants. The ideal set-up for participatory discussion and analysis are the boardroom, the islands, the cabaret and the u-shape.

It is important to check all the equipment before the meeting: for instance, noisy air conditioning can prevent understanding, microphones that are present but do not function well, etc.



Source: Adapted from Coventry Conference Form

There should be a small table for the LCD projector, unless the hall has a built-in projector. The facilitator and the training team should ideally sit with participants in the “U”, or at one small table close to the participants. If this is not possible, the facilitator should avoid sitting behind a big table at the front. Ideally there should be large whiteboards or chalkboards. If boards are not available, then there should be lots of wall space to place items on the wall, such as flipchart papers. In addition to the large room, it is ideal if there are places where three or four smaller groups of roughly five to six people each can meet separately for group work. Alternatively, more than one room might be needed.

Refreshments and food should be served at a nearby restaurant or delivered to the venue, according to the training schedule, to avoid unnecessary delays.

Preparing training materials

Participatory and experiential learning-based training courses are more complex to organize logistically than more conventional courses. A variety of materials are required for each session, and many logistical arrangements need to be made in advance:

Adapt and prepare the materials

Review the materials related to the sessions, adapt them to the training context, and decide which materials should be distributed as hard copies to the participants. A translation into the local language might be needed if the participants have not mastered the language of the materials. Make sure there are enough copies of materials for each participant, and ensure that materials are photocopied, stapled and put where they can be easily retrieved for the appropriate session. Preferably, do not give out all materials at once.

Send participants the agenda and the questionnaire on organizational performance

One month before the event, the trainer should send participants an agenda of the event (or at least the list of objectives and themes that will be covered during the workshop. If the topic of organizational performance is included in the training, then he/she should send them the Performance Assessment Questionnaire, asking participants to fill it in based on their perception of the performance of their own organization, and to return it by a given date. The trainer will then be able to analyse the data and present it during the workshop as part of section 10.

Buy materials following a checklist

It is important to buy materials carefully and in advance, especially if the venue is a long way from shops. The checklist should use local names for materials, and the person doing the purchasing should be able to print it out. Because the training involves group exercises using cards and big sheets of paper, a lot of materials may be needed, so it is always good to overestimate if the number of participants is uncertain. However, if a lot of printed material is required, it is important to print on both sides of the paper and sum up slides on one page. Do not use large fonts for big documents, and, when possible, share electronic versions instead of hard copies, etc.

Allocate time and location for preparing materials

If big posters have to be prepared, as part of the tools for the training, it is recommended to prepare them all before the training starts. Test the LCD projector during the rehearsal, at least a day before the training begins. Do not wait until the beginning of the training in case there is a problem.

Training materials checklist

All participants should either bring or be supplied with notebooks and pens to use throughout the workshop.

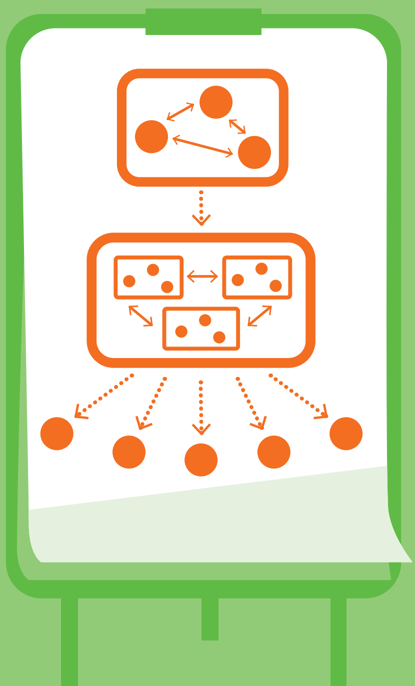
Background material

A key step for the training team is to review the following background materials.

- FAO "Good practices in building innovative rural institutions to increase food security" (2011), http://www.fao.org/3/i2258e/i2258e00.pdf
- FAO "Good practices in building innovative rural institutions to increase food security" (2011), http://www.fao.org/3/ap209e/ap209e.pdf
- FAO e-learning course on Organization analysis and development, www.fao.org/elearning/#/elc/en/course/OAD
- FAO Learning Module 3 Good learning practices for effective capacity development (2013), http://www.fao.org/3/a-i2532e.pdf
- FAO Learning Module 4 Organization analysis and development (2013), http://www.fao.org/3/a-i3538e.pdf

PART 2

TRAINING SESSIONS AND MATERIAL



Welcome and opening

This session is composed of:

- welcome and opening;
- presenting the agenda and the daily recap;
- getting to know each other; and
- participants' expectations, feedback poster and ground rules.

Welcome and introductory remarks

Objective:

- To mark the formal opening of the training.
- To inform on the objectives of the training.

Suggested duration of the session:
30 minutes

Material needed:
Briefing note for the speaker(s)

Resources:
None

Additional resources on the topic:
None

Trainers' notes:

Steps suggested conducting the session:

1. Agree beforehand on an appropriate speaker(s) and invite him/her to attend the opening to make introductory remarks of approximately 10 to 15 minutes. He/she is also requested to introduce the objectives of the workshop.
2. The workshop main facilitator (usually one of the organizers) introduces the speaker(s).

Presenting the agenda of the day

Objective:
To inform participants of the scheduled activities of the day

Suggested duration of the session:
10 minutes

Materials needed:
Flipchart or PowerPoint with the day's agenda

Resources:
None

Additional resources on the topic:
None

Trainers' notes:

Steps suggested conducting the session:

1. Explain the agenda to the participants, offering a short overview of what they will do during each activity.
2. Set the goal of the day and explain the expected outputs at the end of the day.

Getting to know each other

Objective:

- To introduce the participants to each other and give them a sense of each other's work and experience.
- To help participants become comfortable with each other.

Suggested duration of the session:

- 5 minutes for interviews
- 20 minutes for participants to introduce each other

Material needed:

Notebooks

Resources:

None

Additional resources on the topic:

None

Trainers' notes:

Steps suggested conducting the session:

1. Divide the participants into pairs by asking them to find a partner who they know the least about.
2. The pairs interview each other for about five minutes.
3. After the interviews, reassemble the participants into a big circle and ask each participant to introduce his/her partner to the group.
4. Ask both participants to stand up for the introduction.

Comments and tips:

- The process of participants to introduce each other may take more than 20 minutes depending on the number of participants.
- Sample questions may be prepared and posted in the room. Besides the usual questions about professional background, include some less formal questions such as:
  - What's your favourite food?
  - Which animal do you most closely resemble?

  These questions are effective at breaking the ice.
- Other ice-breaker exercises may be substituted and, depending on the context, playful ice-breakers are also powerful to set the tone for the training, i.e. Lego Serious Play can be used as an excellent ice-breaker (The Association of Master Trainers in the Lego Serious Play Method, 2020).
- The assumption here is that participants do not know each other.

Participants' expectations, feedback poster and ground rules

Objective:

- To assess participants' expectations in relation to the training goal, objectives and content of the training.
- To provide participants with an opportunity to express what they like and do not like day by day during the workshop.
- To allow the trainer/facilitator to respond in a timely manner to any issues raised during the workshop.
- To set the ground rules for the smooth running of the training.

Suggested duration of the session:

35 minutes: 20 minutes for expectations, 5 minutes for the feedback poster, and 10 minutes for ground rules

Materials needed:

- Cards
- Markers
- Flipchart paper
- Pre-prepared poster "What I like"
- Pre-prepared poster "What I don't like"
- Poster for ground rules

Resources:

None

Additional resources on the topic:

None

Trainers' notes:

Steps suggested to conducting the part on participants' expectations:

1. Distribute cards to each of the participants and ask him/her to write down his/her personal expectations – what they hope to learn from the workshop. The cards can be stuck onto another large piece of paper.
2. Regroup and sum up the expectations by theme.
3. At the end of the workshop, return to the participants' learning expectations and, together with participants, check whether both have been fulfilled.

Steps suggested to conducting the part on feedback poster:

1. Present the "What I like/What I don't like" posters and explain that the poster will be placed outside the workshop room to allow participants to express anonymously what they like and don't like about the workshop.
2. Emphasise that criticism should be constructive, and that also knowing what is going well is a great source of motivation for everyone.
3. Place the "What I like/What I don't like" poster on a wall outside the room.

Comments and tips:

- From time to time, remind participants about the feedback poster and encourage them to write on it. Check the feedback wall at the end of each day.
- Address participants' remarks during the course of the training.

- This session can be adapted according to local norms. For example, an anonymous suggestion box may be used or, alternatively, a quick oral evaluation at the end of the day requesting feedback on the main positive and negative aspects of the day.

Steps suggested to conducting the part on ground rules:

1. Ask the group to set their own rules and the facilitator reports on a flipchart.
2. It can also be suggested that the group decide on an enforcement mechanism for some of the rules. For instance, a group could decide that people whose cell phone will ring during the sessions will have to pay a small fine to the group, which will serve to buy a treat to all participants the next day. It can also be useful to assign the role of time keeper to a participant who will help ensure that the reports from the various work groups to the plenary session stay within a reasonable time frame.

Daily recap – beginning of the day

Objective:

To summarize the main activities and outputs of the previous day

Suggested duration of the session:

15–20 minutes

Materials needed:

Flipchart, paper and markers

Resources:

None

Additional resources on the topic:

None

Trainers' notes:

Steps suggested to conducting the session:

1. Organize the participants in groups of any size.
2. Ask the groups to write down a list of keywords from the previous day.
3. Ask each group to pick three keywords from their list, and explain what new things they learned the previous day related to each keyword.
4. Ask each group to present the list of their three keywords to the plenary.
5. Write down the relevant keywords on a flipchart.
6. Integrate if needed.

Comments and tips:

- Display the agenda in the room and update it each day if there are changes.
- Clearly allocate time for each session and respect the schedule.
- Ask one or more participants to help respect the timing.
- Other daily recap exercises may be substituted and in general it would be good to vary the modality of the daily recap for training lasting more than two days.

SESSION 1
Groups and organizations as complex systems

Session structure

Learning objectives:

By the end of the session, participants will:

- Summarize the three pillars for an organization (purpose, processes and people).
- Reflect on group dynamics and use the pyramid of needs.
- Identify the four emotional spaces in a group (decision-making, emotional management, creative inquiry and cohesion).
- Become familiar with some techniques useful to manage the emotional spaces in a group.

Key messages:

Groups and organizations are complex and dynamic systems composed of three major pillars: purpose, processes and people. The people are the basic components of the system, who are linked to each other by relationships. As a complex system, the organization or group can develop strategies, structures and processes for growth and self-adjust to changes in the environment where they operate. For managers, this implies learning to play new roles as guides and facilitators of successful organizational transformations.

Suggested duration of the session:

2 hours

Materials needed:

Projector, screen, laptop, markers, flipcharts, coloured cards and tape

Resources:

- PowerPoint presentation
- Technical background on the main concepts and on techniques

Comments and tips:

This session is extremely important at it sets the framework for the whole training programme. It has the ambition to cover several topics related to organizations, group dynamics, role of the leaders in building or impeding group dynamics, and emotional intelligence, as well as mention some techniques for managing the emotional spaces of a group. The time allocated for all this may not be sufficient and the facilitator either may decide to prioritise and concentrate on selected topics or use two sessions of one hour and 30 minutes to cover all the topics.

Additional resources on the topic:

Goleman, D. 2011. *Leadership: The Power of Emotional Intelligence*. Northampton MA: More than sound.

Goleman, D. 2012. *Emotional Intelligence* (10th Ed.). New York: Bantam Books.

Trainers' notes

Trainer input and ice-breaker activity — 20 minutes

Introduce the first session through an ice-breaker activity and initiate a conversation about the differences and similarities between organizations and groups.

The aim here is to develop an agreed answer to the questions: "What are organizations?" "Are they different or similar to groups?"

Ask participants to introduce themselves in their groups and share their experience with the subject at hand. Next, ask them to define the two categories, i.e. groups and organizations, while thinking about the following two elements:

- their values;
- their objectives.

Participants should write down their ideas on cards (one idea per card) or on a flipchart and classify groups and organizations according to their values and objectives.

While participants are gradually posting their definitions on the whiteboard or on a flipchart, the trainer should start to group ideas and eliminate any doubles – this will facilitate the feedback process.

Trainer input — 5 minutes

The trainer introduces the slide on the three pillars in the organization illustrating the idea that organizations are complex systems composed of **people, processes and purpose** and that the most complex element is the management of people.

Group activity — 30 minutes

The trainer shows the slide with group instructions where participants who have been divided into groups are asked to reflect on:

- the effectiveness of their organization in the three highlighted areas (people, processes, and purpose);
- what needs to change eventually in those three areas;
- how to go about it.

The group activity is an opportunity for reflection on the level of complexity and effectiveness of their organization or group.

Plenary feedback — 20 minutes

During feedback in plenary, the trainer or the participants can summarize the outputs from the activity, asking the groups to share some of the highlights of their conversations.

Trainer input — 10 minutes

The trainer continues with an explanation on the new roles that managers and leaders have in organizations and groups given the complexity of such structures and introduces the Maslow pyramid of needs and its importance for group dynamics. A brief introduction on emotional intelligence and the importance of emotional spaces in groups is also given to lead into the final group exercise. See the Technical background for further explanation of the concepts.

Group activity — 20 minutes

The trainer shows the slide with group instructions on the "Emotional Spaces in a Group" where the participants of each group are asked to assess on which emotional space more time is dedicated within their organizations and to think about specific moments when there was successful engagement in such spaces.

Plenary feedback **15 minutes**

Use the final 15 minutes of the session to highlight key messages that emerged and share some of the techniques, such as the Brainstorming or Appreciative inquiry, that could be used to encourage participation and sharing within groups and in organizations. See the Technical background for further explanation on the techniques.

Technical background

Groups and organizations as complex systems

Groups and organizations are complex and dynamic systems composed of three major pillars: people, processes and purpose. The people, who are linked to each other by relationships (including gender-based relationships), are the basic components of the system. As a complex system, the organization or group can develop strategies, structures and processes for growth and self-adjustment to changes in the environment where they operate.

→ See slide "The triangle: three pillars of working with an organization"

Groups may develop spontaneously as individuals begin to act in coordinated ways.

Groups interact with their members and are embedded within the physical and cultural environments, organizations or communities where they operate.

They may change their structure and behaviour over time, depending on their level of maturity. Change is driven in part by the effects of experience and history, and in part by the group's adaptive response to the impact of events.

Interactions between members are based on the idea of coordination–members in a group must adjust to one another interpersonally to coordinate goals, understanding and action.

As a result of many cycles of interaction, patterns emerge that give rise to group identity and structures that define the overall dynamic of the group. The group can also be influenced by written and unwritten norms that dictate behaviour, expectations about members' roles, and networks of connections among members (like status, attraction and communication networks). Interactions among groups' members depend very much on the gender composition of the group and the gender-related context.

The concept of groups and organizations as a complex system, capable of putting in place evolving strategies, structures and processes and self-adjusting to changes in the environment, implies new roles and learning for managers and leaders as guides and facilitators of successful organizational transformations.

Group dynamics and the pyramid of needs by Maslow

To put in place an effective group dynamic, we can take into consideration the pyramid of needs by Maslow. Before being able to share and engage, a group of people needs to pass through a series of phases of construction. In this pyramid, we refer to the theory of individual satisfaction of needs. The basic needs of each individual start from physiological needs, i.e. not to be hungry, thirsty, sleepy, etc. The second level is related to safety, not to feel in danger; the third level is the sense of belonging and affection; the fourth level is self-esteem and confidence; and the fifth level is realization and accomplishment.

→ See slide "Maslow's pyramid of needs and group dynamics"

If we transpose this theory to a group in a farmer organization, for instance, when there are assemblies or meetings, the first level means that each member needs to have physiological well-being when the meeting takes place; the second level means to feel safe to express ideas and feeling confident; the third level is about having a common objective to create this sense of belonging; the fourth level is about personal recognition in a group; and the fifth level is to feel able to contribute to a process. This process of group construction creates a confidence level that increases over time and creates bonding among the members.

Emotional intelligence

→ *See slide "The organization and groups as complex system"*

A key pillar for group and organizational growth is the management of its **people.**

Evidence shows that there are different levels and forms of intelligence. In the past 20 years, research on this subject has increased, particularly with regards to a type of social intelligence and its impact on work and life. Emotional intelligence is about using emotions to inform your thinking and using your thinking to understand and manage emotions.

Emotional intelligence is intelligence that concerns our social and emotional interactions (Mayer, Salovey & Caruso, 2008). Studies point toward higher gain for organizations with highly emotional intelligent leaders (Goleman, 2011).

Emotional intelligence is therefore an important characteristic for anyone at any level of a group or in an organization, but it is particularly important for those who occupy leadership positions.

It is the ability to recognize, understand and handle your own emotions, and those of the people around you. According to Daniel Goleman, an American psychologist who helped to disseminate concepts on emotional intelligence, it has five key elements:

1. self-awareness (you need to always be fully aware of how you feel, and you understand the effect your feelings and your actions can have on the people – men and women – around you; it is important to have a mindset of humility);
2. self-regulation (maintain control of your emotions and of your reactions);
3. motivation (work consistently toward your goals and inspire the group);
4. empathy (empathy is what allows you to put yourself in other people's shoes and consider their unique perspectives); and
5. social skills (you are great at communication, at connecting and relating to others, and at resolving any arising disputes fairly and promptly).

→ *See slide "Role of leaders"*

The more leaders manage each of these areas, the higher their emotional intelligence. The role of leaders is to facilitate the functioning and building of the group. Only when participants feel safe and trust one another can the group dynamic start.

→ *See slide "The four important spaces in a group"*

In relation to this, it is important to be aware of the **four emotional spaces**[13] that a group requires:

- **creativity moments**, where all participants' ideas related to a subject emerge and are shared, and collective ideas are built;
- **decision-making** moments, where decisions are made;
- **emotional management** moments, where emotions are shared and managed; and
- **celebration moments**, including informal events or spontaneous celebratory moments for the group to acknowledge results and achievements.

[13] This part is adapted from the deliverable report by the University of Cordoba on the participatory methodology on overcoming barriers to collective action, Work Package 2, task 2.1.

Some useful techniques[14] that could be used to manage the emotional spaces in a group include:

- brainstorming
- appreciative inquiry
- open space
- world café.

→ *See slide "Useful techniques to manage emotional spaces"*

BRAINSTORMING[15]

Brainstorming can be used in small or large groups to initiate discussion, rapidly generate ideas and stimulate creativity moments in a group. Participants are encouraged to let ideas flow freely. Initially, these ideas are recorded exactly as they are stated without judgment or rejection. The ideas are then collectively organized into categories and analysed.

How to use it

Step 1: Set the context

- State clearly the aim of the brainstorming session and the expected outcome.
- Highlight the focus question, for instance what can we do to promote young girls' participation in our organization?

Step 2: Brainstorm ideas

- Brainstorm individually – Ask each person to jot down five or six ideas in response to the focus question.
- Ask participants to share their best/clearest ideas in pairs. Ask them to eliminate overlap but honour diversity in selecting five to seven key ideas to share with the whole group.

Step 3: Cluster ideas based on similarity of content

- Gather ideas from each participant in the brainstorming session on cards or note them down on a flipchart.
- After each round of gathering cards or ideas, ask the group which cards belong together and, based on responses, move cards/ideas around into different clusters or columns. The groups will be asked to identify a name or the unifying ideas for each cluster in the next step.

Step 4: Name the clusters

- Discern the focus of each cluster. Ask participants to describe what each of the clusters represent, and what key idea unites the cards in a cluster.
- Ask participants to agree to a name (use three to five words) for each cluster. Make the name as specific as possible. Ideally, the chosen name will combine proposals from more than one person. A rule of thumb in arriving at consensus is to not allow participants to reject a proposed name without offering an alternative suggestion. In this way, the group will eventually get to the "that's it!" stage.
- Write the name of the cluster on a separate memo card and post it at the top of the column.

[14] Several resources and toolkits have been developed by FAO and other UN organizations on such techniques. Visit the following websites for further information: https://www.kstoolkit.org/kstools, http://www.kstoolkit.org/kstools as well as the ITC ILO's Compass toolkit (Compass toolkit). They can provide additional useful ideas and explanations on different techniques and methodologies.

[15] Adapted from *Handbook in stakeholder participation and consultation in ADB operations* (2001) and FAO Learning Module 4 Organization analysis and development (2013).

Step 5: Evaluate

- Together with the group, look at what you have done so far and explore options for how to go on from here. A brainstorming session often leads naturally to further work for each small group to delve into a specific cluster. This work might include, for example, exploring solutions to identified constraints, discussing the feasibility of proposed actions or developing action plans on the basis of recommendations made.

APPRECIATIVE INQUIRY (FAO, 2012; HANEBERG, L., 2005)

Appreciative inquiry is a methodology that shifts the focus of the dialogue from problems to opportunities and visions. It can be used in creative moments, in decision-making, and in emotional moments with a group or individuals. It is also grounded in an appreciation of the group's past successes. Appreciative inquiry therefore allows groups to manage all four emotional spaces. It is a positive thinking inquiry process that uses a series of statements.

How to use it

An appreciative inquiry process uses a cycle of five steps known as the 5-D model:

1. Define: Establish the focus and scope of the inquiry through conversations with the group.
2. Discover: Identify the actions and areas that have worked well in the past: What did we do when we solved a similar problem before?
3. Dream: Envision possibilities and future states by asking questions such as: What is the best possible outcome we could get in solving this problem?
4. Design: Develop a "mental path" for implementation, asking questions such as: Where is the best place to start? What will it take to succeed?
5. Destiny (or Deliver): Envision implementation of the proposed design, asking questions such as: What is helping to keep us on track? What are we learning as we go along?

OPEN SPACE (Knowledge Sharing Toolkit, 2020; Heft, L., 2020)

Open space (also known as Open Space Technology or OST) is a method for convening groups around a specific important question or solving a common issue and giving them responsibility for creating both their own agenda and experience. It is best used when at least one-half to two days are available. The facilitator's key task is to identify the question/issue that brings people together, offer the simple process and then stand back to let participants do the work.

How to use it

OST is designed to stimulate the natural flow of ideas. It is based on the assumption that a great amount of wisdom and experience exists in any gathered group of people.

Ask the members of a group to sit in a circle together and then identify issues and topics that have heart and meaning for them; that is, topics for which they have passion and interest and for which they are willing to host a discussion group.

Small group discussions then happen throughout the day, with participants moving from group to group whenever they feel they can no longer contribute to the discussion.

You can also consult

http://openspaceworld.org/wp2/explore/

WORLD CAFÉ (IMARK, 2011)

World café is a group interaction method focused on convening conversations around questions that matter. A café conversation is a creative process for leading collaborative dialogue, sharing knowledge and creating possibilities for action in groups of all sizes.

Four to six people sit around a table and hold a series of conversational rounds about one table or more questions. At the end of each round, one person remains at each table as the host, while the others travel to separate tables. By providing opportunities for people to move in several rounds of conversation, ideas, questions and themes begin to link and connect.

World cafés are participatory, inclusive and can even be held in multiple languages.

How to use it

Ask four to six people to sit at the tables or in conversation clusters and engage in progressive (usually three) rounds of conversation of around 15 to 30 minutes each. Identify a host for each table. Encourage the host and members to write (or draw) ideas on their table.

Upon completion of the initial round of conversation, ask one person to remain at the table (the "host") and ask the others to serve as travelers or "ambassadors of meaning" by moving to another table.

Ask the table hosts to share the main ideas of the initial conversation with the new guests.

The host encourages guests to link and connect ideas from their previous table conversations. At the end of the second round, all the tables will be cross-pollinated with new insights.

In the third round of conversation, people can return to their "home tables" to synthesize their discoveries, or they may continue travelling to new tables.

After several rounds of conversation, ask the entire large group to engage in a conversation. Capture the results on flipcharts or on large wall graphics.

You can also consult

http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/

POWERPOINT PRESENTATION
Groups and organizations as complex systems

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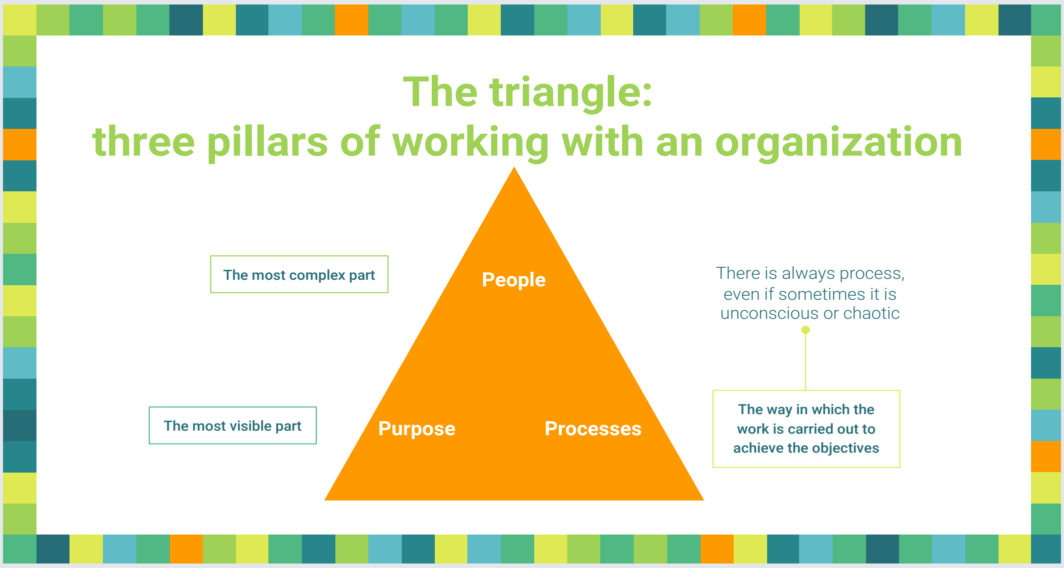
Slide 2

Slide 3



Slide 4

Slide 5

Slide 6

The organization and group as a complex system

Imply new roles and learning for managers and leaders as guides and **facilitators** of successful organizational transformations

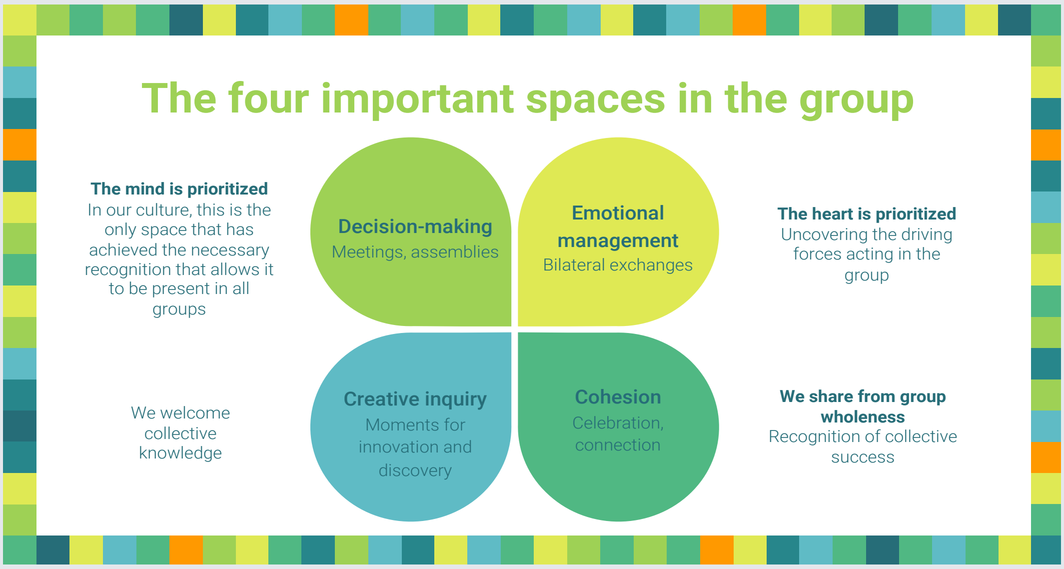
Leaders and managers have an important role as facilitators of processes and interactions

Slide 7

Role of leaders

- Facilitate the building and proper functioning of a group.
- Once participants feel safe and can trust one another, the group dynamics can start.
- When the first four levels are accomplished, the motivation and engagement of the group is there.

Slide 8



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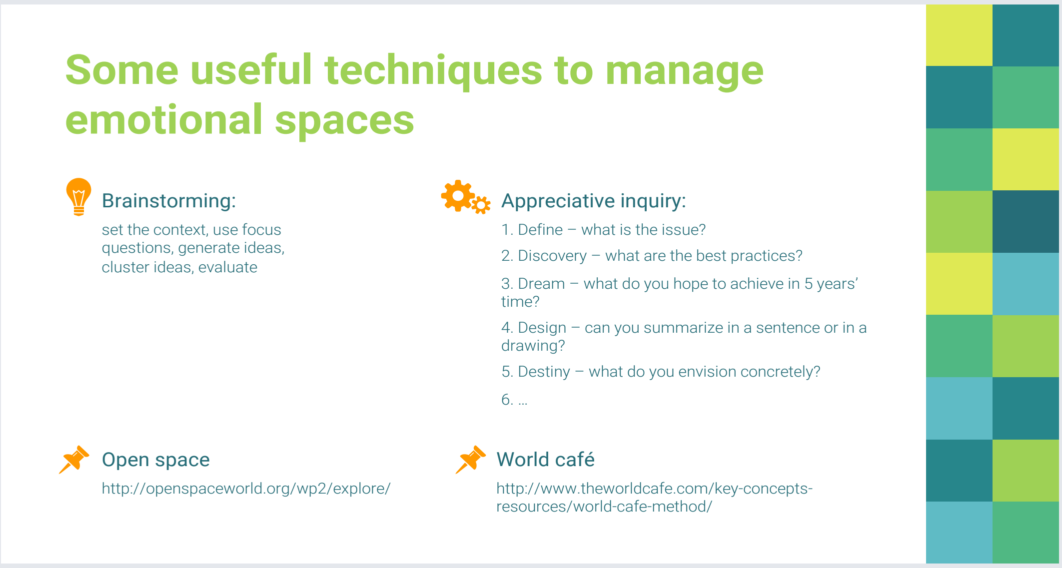

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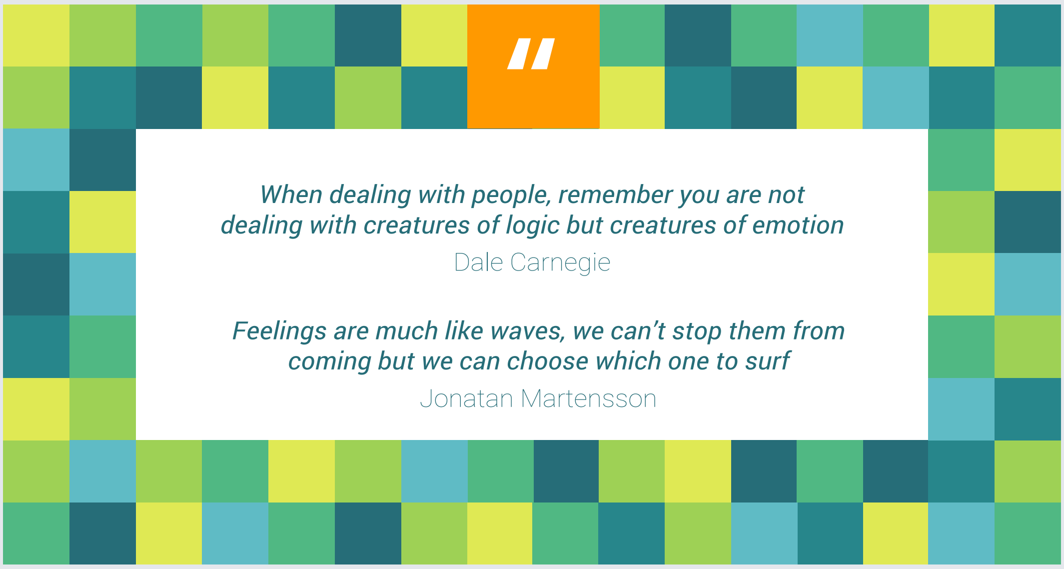


SESSION 2
Self-confidence

Session structure

Learning objectives:

By the end of the session, participants will:

- understand more about their own level of confidence;
- understand and overcome barriers to self-confidence;
- identify strategies to increase self-confidence.

Key messages:

Self-confidence is internal, something we feel inside. This internal look or judgment is vital to lead our life, change it and achieve objectives for ourselves and for the organization we are part of. To develop a balanced look at ourselves, we need to be aware of who we are, what our strengths are, and how to get rid of limiting beliefs, harmful thoughts and fears.

Suggested duration of the session:

2 hours

Materials needed:

Flipcharts, markers and tape

Resources:

- PowerPoint presentation
- Technical background
- Video of Simon Sinek on Turning Confidence into Courage and Grit https://www.youtube.com/watch?v=lBcfu9eBwFO (optional)

Comments and tips:

The facilitator needs to create a positive environment where participants feel comfortable enough to look within themselves and share ideas with others. The facilitator's attitude will set the tone for the participants, so it is important to show openness and patience as well as to not be judgemental about what participants share. The facilitator can share insights from his or her personal experience, as storytelling is a powerful way to deliver messages on this somewhat touchy topic. Intangible messages might be better understood and retained if they are illustrated by stories. Moreover, if the facilitator can demonstrate authenticity by sharing some of his/her own struggles with self-confidence, it can inspire participants to do the same.

Since the topic of self-confidence may be delicate to address, the facilitator can also decide to include it later in the training's agenda, for instance not on Day 1 but rather on Day 2 or subsequent days, when a level of trust among participants has been created.

The PowerPoint presentation may help the facilitator articulate different parts of the session and provide clear instructions, but its use is optional.

The room set-up needs to have chairs facing inwards in a circle.

Additional resources on the topic:

Annie Ashdown, (2013): The confidence factor

Trainers' notes

Ice-breaker activity — 5 minutes

The objective of this ice-breaker activity is to bring participants to a "calm place" in themselves so that they can focus better on themselves. The facilitator invites participants to sit comfortably and then close their eyes. Then he/she invites them to take a slow, deep inhale, counting to 5 as they breathe in, and then a slow exhale, counting to 5 as they breathe out.

The exercise is repeated three times.

Then invite participants to stand up. Lead them in a series of stretches. This can be touching toes, twisting to the right, twisting to the left, arm circles, reaching up to the ceiling and interlacing fingers.

Then invite everyone to sit down again, close their eyes and just sit quietly for a moment or two before the introduction begins. Participants can do these simple exercises at any time on their own as a way to come to a place of calm and focus within themselves.

Trainer and participants' input: Self-confidence vs. skills — 5 minutes

The facilitator will engage participants in a dialogue and reflection on the difference between **self-confidence vs. skills**.

The facilitator explains that this session will look at how to build self-confidence. While having skills can help you feel more confident, it does not guarantee self-confidence. The whole session is conceived as a dialogue with participants. The facilitator asks participants if they see any difference between the word "self-confidence" and the word "skill." The facilitator will hang two pieces of flipchart paper. On one piece, he/she writes the word "self-confidence" and on the other the word "skill". The facilitator will ask participants to share their thoughts on these two concepts.

The following points could be added on the flipchart, if they are missed:

Self-confidence

- Not worrying what others will think of you
- Feeling good about yourself
- Trusting yourself
- Believing in yourself
- Knowing that you have value
- Confidence can be related to a specific skill, but can also be more general
- Just because we have a skill, does not mean we are confident
- Keep going even when we have a failure or when people discourage us

Skill

- Being capable of doing a specific task
- Ability to achieve a specific result consistently
- Something that can come from external inputs

Trainer and participants' inputs: False vs. genuine confidence — 10 minutes

The facilitator explains to participants that some people may seem very confident because they are in a position of power, but actually inside they are not confident at all. There is a need to distinguish between **genuine** and **false confidence** (see the Technical background for more explanation).

The facilitator invites participants to take a few minutes to think about people with false confidence. What sort of qualities do they have? Are they really respected or just feared? Ask them to share with the group and write down what is shared on a piece of paper titled "False Confidence."

Then invite participants to think about people they know who are **genuinely confident**. What sort of qualities do they have? How do other people react to them? Write these on a separate piece of paper titled "Genuine Confidence."

Then the facilitator asks participants to reflect on what type of confidence they would like to build and why.

Trainer and participants' input: Areas of confidence — 5 minutes

The facilitator invites participants to take some time to write down areas in which they feel confident. Ask them to try and fill a whole piece of paper with ideas. To make things light, you can offer examples like, "I feel confident in cooking" or "I feel confident in driving my tractor" and then others such as "I feel confident in leading a group" or "I feel confident in speaking in front of others." The idea is to help participants realize that there are many areas in which they already feel confident. Allow 5 minutes for this individual reflection.

Plenary discussion — 15 minutes

Then go around the circle and invite participants to share two of their most important areas of confidence with the group.

Write these down on a flipchart with the name of each person and the areas in which they feel confident. This is a great way to see all the diverse areas of confidence in the room. And it can serve later if a network of support is developed within the organization or within the group attending the training. Then hang the pieces of the flipchart around the room.

Remind participants that they all have areas in which they are confident, and to remember these when they find themselves in situations where they don't feel confident in themselves.

Trainer input : Understanding and overcoming barriers to self-confidence — 30 minutes

The facilitator mentions to participants that this part of the session focuses on understanding and overcoming barriers to confidence.

The facilitator shares with the group that we are actually naturally confident. Think about babies, for example. They don't worry about what others will think of them, wondering if they look bad. They are naturally confident. So why is it that we don't feel confident? It is because over time we have come to believe negative thoughts we have about ourselves that we are not good enough. We spend a lot of energy worrying what others will think of us, instead of focusing on our strengths.

The facilitator explains that in general we can put our thoughts into two categories: helpful thoughts and harmful thoughts. Harmful thoughts are responsible for our lack of self-confidence. The facilitator can share insights from his or her personal experience. Intangible messages will be better understood and retained if illustrated by stories. Moreover, if the facilitator shares some of his/her own struggles with self-confidence, this can inspire participants to do the same.

On a flipchart, write two categories: **category A for dialoguing with policymakers and category B for dialoguing within your organization**, and then ask the group to identify what some helpful thoughts would be and what some harmful thoughts would be. Examples are included below. Let the group first suggest thoughts and then the facilitator can complement with thoughts provided below:

Category A: Dialoguing with policymakers

- Helpful thought: I should become more familiar with the relevant policy before going to meet with them.
- Harmful thought: Because I have less power than him/her, he/she will not take my contribution seriously.

Category B: Building consensus on a topic within an organization

- Helpful thought: I don't know what the members think about this topic, let me go and ask them.
- Harmful thought: I am not a strong enough leader to be able to build consensus among the members.

The facilitator explains that just because harmful thoughts come into our mind does not mean that we have to believe them. Let's start practicing not believing our thoughts. The following exercise will help us to do that.

Individual exercise **5 minutes**

The facilitator gives a coloured card to each participant and asks them to spend a few minutes to look inside and work out what harmful thought they believe about themselves that causes them the most trouble in their work with their organization. Before they start writing, explain that afterwards they will have an opportunity to share this thought if they want to, but they can also keep it private if they prefer. The sharing of such thoughts can be difficult if a level of trust among the participants does not exist prior to the workshop.

Once participants have written down their thought, the facilitator will go around the circle with a rubbish bin and participants will have the opportunity to throw away their harmful thought. The facilitator clarifies that what this signifies is that they will no longer believe this harmful thought. If it comes into their mind, they will simply notice it, but not give it attention.

Obviously harmful thoughts are quite personal, and it is normal that people may not want to share these. But there is also a power in bringing these thoughts out into the open, especially with people who you work with often and feel comfortable with. Often when people share these types of thoughts, others find they also have the same thought and a connection of trust and understanding is built between them. As a facilitator, you can go first and share your disempowering thought if you feel comfortable, but you should not push other people to share. Just leave it as a possibility if they would like.

Plenary discussion **15 minutes**

Ask participants to share how it felt to explore this and hear about other people's harmful thoughts. Did they have similar thoughts? Can we see that many of us have the same negative thoughts? Remind participants that they now no longer need to keep these harmful thoughts in their mind.

Also explain that harmful thoughts tend to come back to bother us again. This is normal because we have believed them for so long. But as they keep coming, we can keep throwing them away with the support of helpful thoughts that are firmly grounded in reality. For instance, in session 1 we talked about the appreciative inquiry technique, which can be used to retrieve in our mind a particular accomplishment that made us feel proud and supports our confidence-building process.

Trainer input: Visualization — 20 minutes

The facilitator explains to participants that often we feel unconfident in certain situations because we don't know how things will go. It feels like we are walking into a big unknown situation. **Visualization is a technique that can help us feel more comfortable and confident in situations like this.** The visualization experience is in fact a form of mental rehearsal so our messages and strategies can be well prepared, and we feel more ready to face the situation in real life. It's a way to develop our skills, diminish anxiety and feel more confident.

The basic idea of visualization is to spend some time before the event visualizing how things will go. For instance, if the worry originates from participating in an important meeting, you can do the following:

- Think about what the room might look like and how many people may be there.
- Think about what you will say, what the other person's/people's response might be, and how you might answer them.
- Think about the key messages you want to convey (you can also write these down and bring them with you).

Of course, we can't predict the future and exactly what will happen, but this exercise of visualization can help make us feel less nervous about unknown situations. It also helps us to work out what issues we might need to prepare for ahead of time to feel more confident. Furthermore, everything new can feel uncomfortable; however, "stepping outside our comfort zone" is an encouraged practice to build our confidence. Participants could also be asked at the end of the session to identify or seek out situations where they can experiment.

Individual exercise — 5 minutes

The facilitator invites participants to think about something they have to do for their organization that they don't feel confident about. It could be a meeting with someone from the local government or a general committee meeting with their organization, a negotiation with an input supplier, or something else. Participants need to spend five minutes visualizing the situation, the people, the issue and the key messages they'd like to convey.

Plenary discussion — 5 minutes

The facilitator invites participants to share whether the visualization exercise helped them feel calmer and confident about the situation.

The facilitator can also close the session projecting the video of Simon Sinek on Turning confidence into courage and grit.[16]

[16] Video of Simon Sinek: https://www.youtube.com/watch?v=lBcfu9eBwFO

Technical background

"To understand others is to have knowledge; to understand oneself is to be illuminated, to conquer others needs strength; to conquer oneself is harder still. To be content with what one has is to be rich."
Tao Te Ching

Self-confidence is something subtle, something we feel inside, more internal. It is difficult to measure, but we know when we feel it – like love. It is how we look at ourselves and whether we like it or not. This internal look or judgment we give to ourselves is vital to lead our life, change it and achieve objectives. Changing a situation, changing an organization means doing, taking action and feeling truly confident that you are making the right decisions for yourself and for the organization you are part of.

The first step then is to look inward, understand yourself better and see the areas where you need to focus to become more confident. Confidence can also be linked to skills, however, while having skills can help you feel more confident, it does not guarantee self-confidence.

A key area where farmer organization leaders may report a lack in confidence is in consensus building with members or in conflict resolution. This training programme, in sessions 6 and 8, provides the opportunity to practice these topics and develop more self-confidence in those situations.

Moreover, it is important to distinguish **genuine confidence from false confidence.** Some people may seem confident because they are in a position of power, but actually inside they are not confident at all. They are just using the power they have to control people and then taking confidence from that. This is false confidence. Genuine confidence is something that cannot be taken away if a position of power or a status is lost. It is more stable and more reliable.

There are **seven aspects of confidence** that need to be carefully taken into consideration:

1. self-respect (being comfortable with yourself);
2. self-approval (being kind to your mind and letting go of your harsh inner critic);
3. self-acceptance (when you accept yourself, you will be at ease being authentic);
4. self-mastery (you determine what works for you and are clear about it);
5. self-belief (you find opportunities to transform weaknesses into strengths);
6. self-accountability (you are the creator of your own life and do not blame others);
7. self-assertiveness (you learn the art of communication to influence and persuade others).

Normally these aspects are not or only partially applied, and sometimes we give in to the negative thoughts we have about ourselves that we are not good enough, that we don't know enough, that others are better. We spend a lot of energy worrying what others will think of us instead of focusing on our strengths. Briefly in our individual analysis, it is important to distinguish between helpful thoughts and harmful thoughts. In many cases we don't feel confident because we believe our harmful thoughts.

- **Helpful thoughts** are normally related to practical things and don't leave a feeling of lack of confidence in our mind. Examples include "I need to go and buy some milk," or "I need to go and meet with members of the finance committee to discuss a new investment." They are quite clear and generally lead to some sort of productive action.

They are also the thoughts that help us focus on a higher purpose than our own self. For instance, when faced with a task for which I don't feel competent enough and I want to stop worrying about how inadequate I feel, the best way for me to proceed is to just focus on the fact that it NEEDS to be done, to remind myself of why it needs to be done (its purpose), and just accept the fact that it's my job to do it (either because other people have put their trust in me or because there's no one else around to do it). Often, the results disproved the negative thoughts that I had prior to acting, so the next time I have to do the same scary task it is a bit less scary, and so on. But sometimes the results are less than optimal and then I just try to get over the initial feelings of shame and disappointment, try to learn from my mistakes, and hope to do better next time.

- **Harmful thoughts** are related more to feelings of insecurity and lack of confidence. They make us feel bad about ourselves and not confident. Some examples: "If I speak up in front of everyone they will think I am stupid," or, "I am not powerful enough to be able to make a difference in the community."

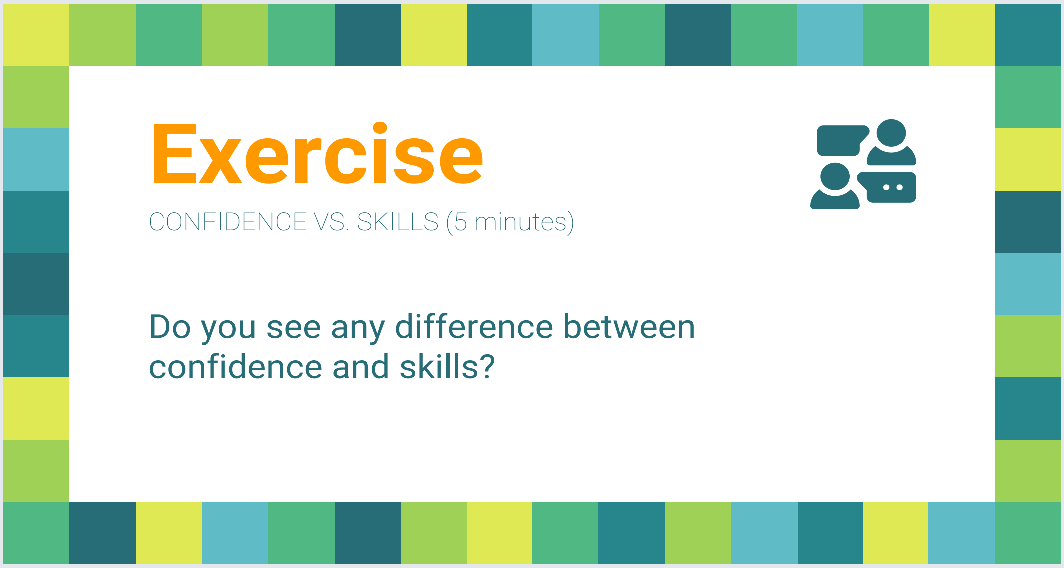
When harmful thoughts come into our mind, we don't have to believe them. We need to watch the thoughts that come up and not give them our attention and belief. For example, at a market, you can look at the rotten fruit, but you don't have to buy it, you can just keep walking. We can do the same with these "rotten fruit" or harmful thoughts that cause us trouble. Just because a thought comes into our mind does not mean that it is true or that we have to believe it. Meditation techniques are used to clear the mind from negative thoughts. Visualization techniques instead are used to overcome fears.

Sources: session adapted from FAO Training Module Confidence building for farmers' organizations from the Integrated Agricultural Productivity Project Technical Assistance Component (2015); Annie Ashdown, (2013): The confidence factor; Hachette UK, (2017): Five minutes in the morning – A focus journal. www.hachette.co.uk

POWERPOINT PRESENTATION
Self-confidence

Slide 1

Slide 2



Slide 3

Slide 4

Slide 5

Slide 6

SESSION 3
Management and leadership

Session structure

Learning objectives:

By the end of the session, participants will:

- familiarize with the concepts of management and leadership;
- appreciate the importance of developing leadership skills.

Key messages:

People are at the core of any group or organization and those who hold decision-making positions need to have the ability to create an environment where everyone knows what contributions are expected and everyone feels committed to doing a great job. Leadership is an essential skill for all successful leaders and managers to learn and develop continuously.

Suggested duration of the session:

1 hour, 30 minutes

Materials needed:

- Projector, screen, laptop, markers, flipcharts and tape
- Handouts: coloured cards to be distributed (two per participant)

Resources:

- PowerPoint "Management and leadership"
- Handout to be distributed to participants at the end of the session "Quiz: Leadership"

Comments and tips:

The session offers a framework for discussion and reflection on the concepts and practice linked to management and leadership.

Regarding the first image depicting "management and leadership," it is important to clarify during or at the end of the exercise that the image is only trying to encourage reflection on these skills or attributes and not suggesting that these functions should be divided.

Additional resources on the topic:

HBR, 2011, On leadership; **Cristina Osborn**, 2015, "Leadership"

Trainers' notes

Trainer input **20 minutes**

The facilitator introduces the session, linking it to session 1, by discussing the idea of groups/organizations as complex systems where **people** are an essential pillar. The facilitator moves the conversation to the concepts of leadership and management. In farmer organizations, the choice, appointment, direction and monitoring of leaders and managers are important areas for continuous learning and development.

The facilitator shows the first slide of the PowerPoint "Management and leadership," where he/she engages participants to think about a list of attributes for these two roles. The outcome of this discussion should be two lists, each written on a flipchart with words describing leadership on one, and words describing management on the other. The trainer can either undertake this task or ask two participants to capture the words from the discussions. The facilitator has to clarify that the image is only an instrument to start the reflection on important attributes for management and leadership. These two functions can be exercised by the same person or assigned to different people.

Plenary feedback **10 minutes**

The facilitator shares the four major management attributes (plan, organize, coordinating, controlling) and may also refer to specific functions (financial management, risk management, marketing management, HR management). He or she asks participants to apply these attributes or functions to their group or organization and discuss any issues they may have experienced.

Trainer input **60 minutes**

The facilitator focuses now on leadership and explains that there are several myths around what leadership is. Some correspond to reality, while others are false. The facilitator then distributes two coloured cards per person (one green and one red) and implements a quiz/game. The facilitator reads a series of sentences and for each sentence asks participants to vote with their coloured cards. The green card means that they agree with the sentence, the red card means that they disagree. Participants need to vote simultaneously. After each vote, a brief discussion follows as participants need to explain the reason for their vote. Then the facilitator will disclose the answer derived from the management literature and included in the PowerPoint "Management and leadership" and ask a participant to read it. The Handout "Leadership" can be distributed at the end of the session. At the end of the exercise, the facilitator can reinforce the learning underlining that the primary difference between management and leadership is that **leaders** do not necessarily occupy a management position; a leader can be anyone. Leaders are normally followed because they have **strong values**, lead by example, and inspire and motivate the people they work with.

Technical background

In farmer organizations and cooperatives, important decision-making structures or roles enable active member participation in goal setting, control procedures, business development, etc. People fill such roles. Depending on the level of complexity or maturity of the farmer organization, two important roles can be identified: leadership and management.

A **manager** is the member of an organization with the responsibility of carrying out four important functions for the organization, i.e. planning, organizing, coordinating and controlling. He/she is responsible for current operations and future planning. Many managers also tend to be leaders but only if they adequately carry out **leadership responsibilities** of management, which include **communication, motivation, inspiration and guidance**. Unfortunately, not all managers are leaders and many times the people exposed to them follow them because they are obliged to and not because they are inspired.

The primary difference between management and leadership is that **leaders** do not necessarily occupy a management position; a leader can be anyone. Leaders are normally followed because they typically have **strong values and take responsibility for their own choices**. They lead by example and demonstrate a high level of passion for their work and for the people they work with and they are keen to support the success of their followers, enabling them to reach their goals. Leaders have the ability to **instil confidence** and show an understanding of the aspirations of members and convey the right messages internally and externally.

The quality of leadership plays a key role in determining the success of any organization. It is not confined to the quality of charismatic people as leadership can be developed, trained and nurtured.

Sources: UPADI, 2014. LSGDT, Programme III – Action paysanne démocratique. Genre & Leadership; FAO, ILO, ITCILO, 2017. ApexFinCoop.

POWERPOINT PRESENTATION
Management and leadership

Slide 1

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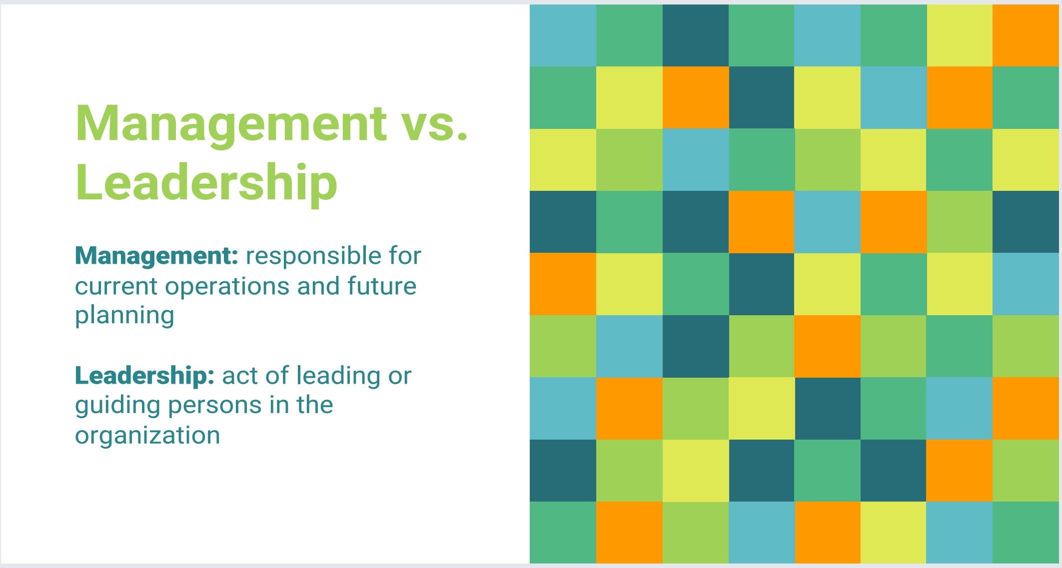

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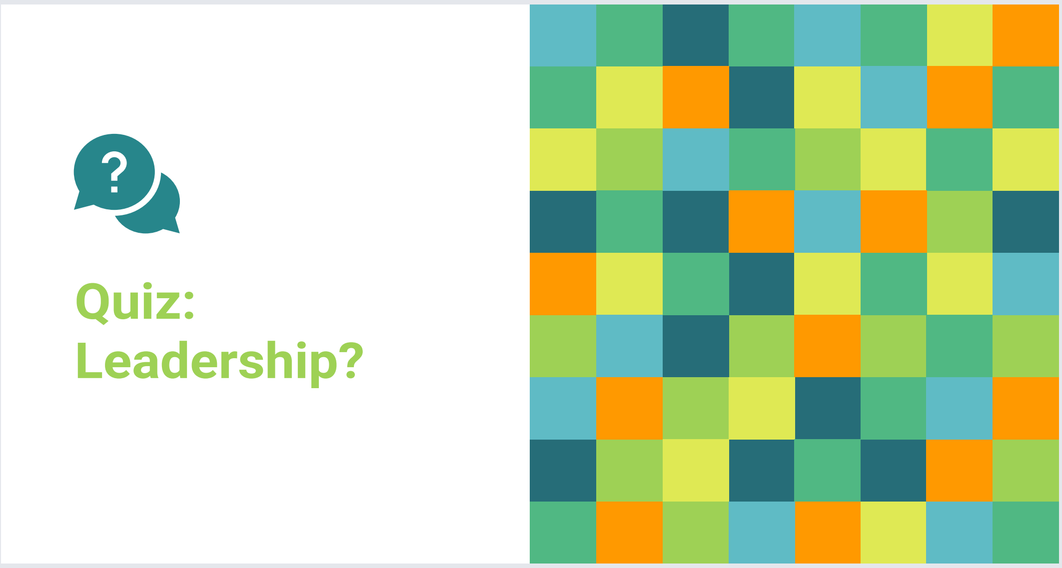

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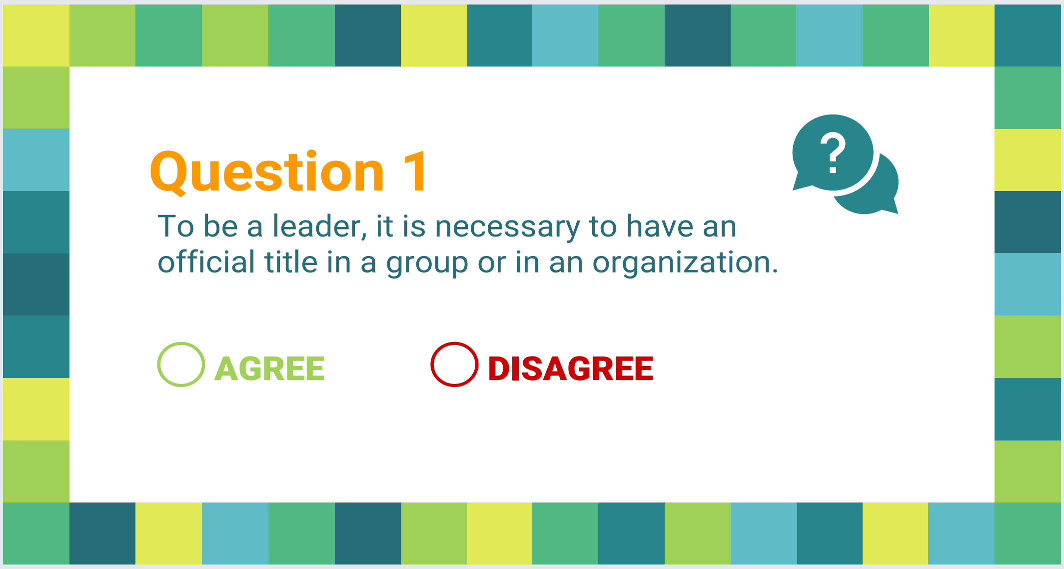

Slide 6

Question 1: response

To be a leader, it is necessary to have an official title in a group or in an organization.

Explanation from the literature:

*Several people associate leadership to a function, a title or an official position. However, leadership does not come automatically with the status of leader or of group chief. "Leadership is shown by a **process or an attitude that motivates, involves, guides, inspires or influences the group**." The function of leader can be taken by an official chief, but it also can be taken informally by someone who has a lot of influence in a group. It mainly **depends on one's behaviour, skills and on the values that one shows to others.***

Source: J. Kouzes & B. Posner (1991)

Slide 7

Question 2

Leaders all have a common feature: charisma. This is why leadership is a skill that only a few people have.

○ AGREE ○ DISAGREE

Slide 8

Question 2: response

Leaders all have a common feature: charisma. This is why leadership is a skill that only a few people have.

Explanation:

Leadership is neither mystic nor mysterious. It is not linked with charisma or with any other personal characteristic. It is not a privilege for a small number of people. Everybody can, at some point, show leadership, depending on the context.

Source: J. Kotter

Slide 9

Question 3

Leadership is an innate skill. It is not really possible to develop it and to become a good leader. Either one is a good leader or one is not.

◯ AGREE ◯ DISAGREE

Slide 10

Question 3: response

Leadership is an innate skill. It is not really possible to develop it and to become a good leader. Either one is a good leader or one is not.

Explanation:

Leadership is not an innate or natural skill. Personality is only one element of leadership and, often, it is not the most important.

Leadership depends on a lot of circumstances, but it can be learned: "An individual can develop his/her leadership skills by studying examples of successes, and then by adapting them to one's situation." It is also possible to develop one's knowledge and skills to show more leadership in the groups for which you work.

Source: http://www.cql.enap.ca.

Slide 11

Question 4

The more a person provides ideas in a group, the more he/she is a leader.

◯ AGREE ◯ DISAGREE

Slide 12

Question 4: response

The more a person provides ideas in a group, the more he/she is a leader.

Explanation:

Obviously, one must know how to pass on one's ideas and opinions, to hope to be able to influence a group. However, leadership is not associated with being a "big talker." "Some people may talk very little but still obtain the attention of all the others. Others may talk a lot but the group may hardly listen to them. "Someone's influence in a group is more linked to the relevance of the ideas or to the motivation that he/she communicates."

Source: Pfeiffer & Goodstein, 1991

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Question 5

Good leaders usually have a vision.

◯ AGREE ◯ DISAGREE

Slide 14

Question 5: response

Good leaders usually have a vision.

Explanation:

Leaders must have a vision, an idea of the path to take. However, this vision is not necessarily due to being a great visionary of the group's future (ex: Where will we be in 10 years?). A vision can be the fruit of a simple but original idea that makes the group go forward. It can come from oneself or arise from an inspiration given by someone else. Basically, to show leadership, one must just propose, with conviction, a clear and stimulating idea for the group.

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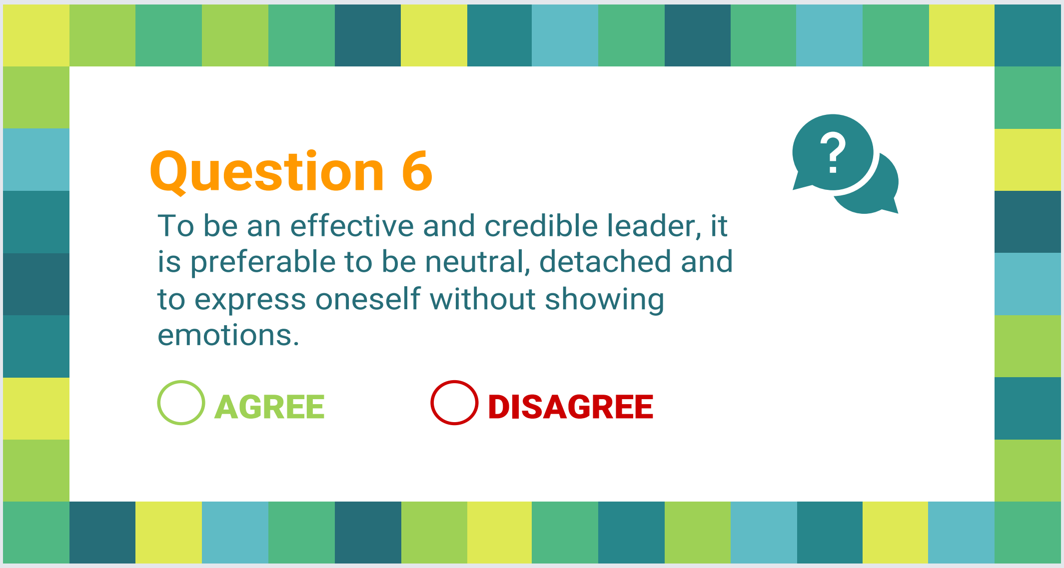

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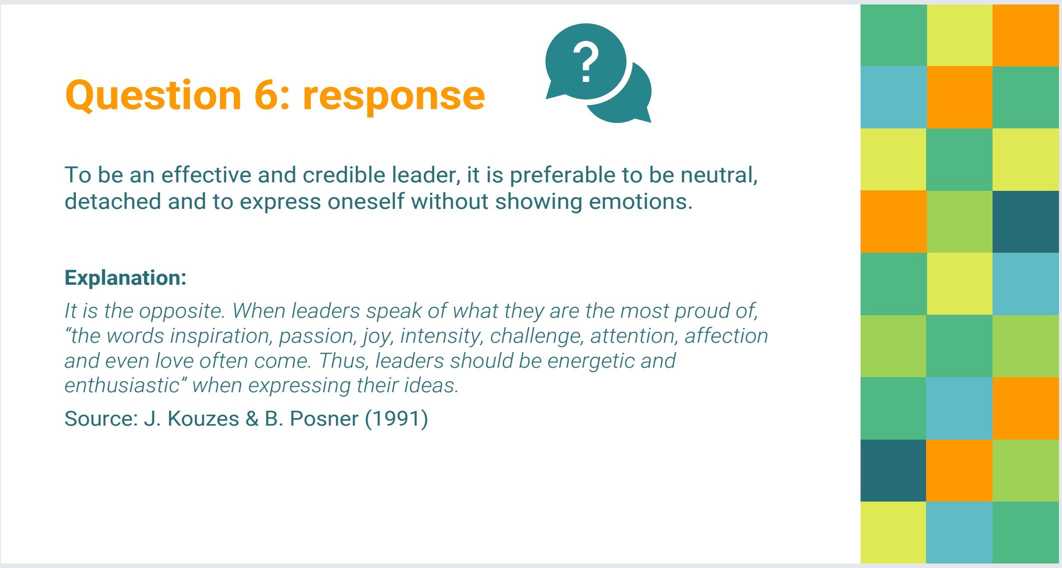
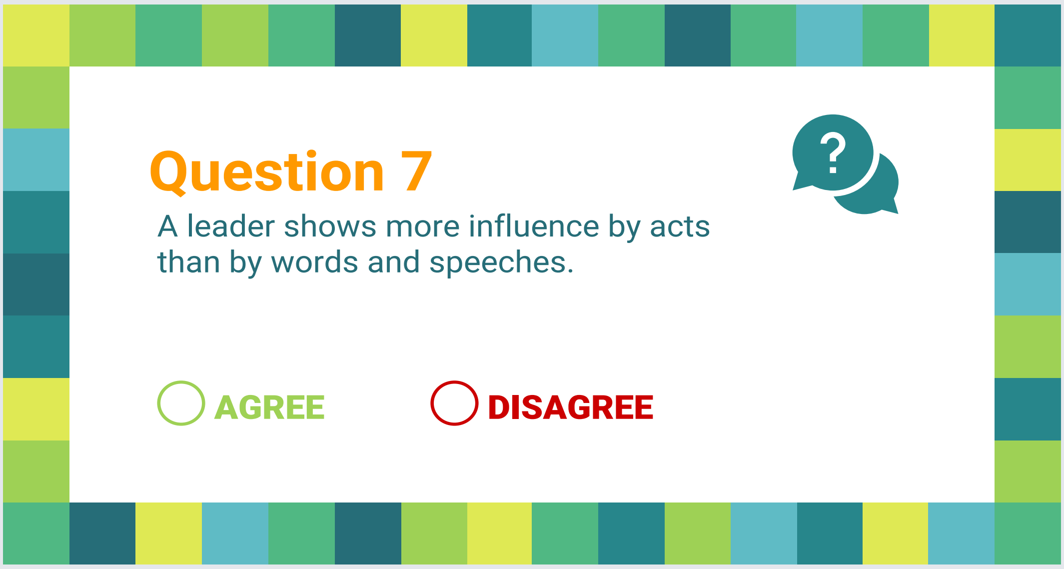


Slide 17



Slide 18

Question 7: response

A leader shows more influence by acts than by words and speeches.

Explanation:

"The acts of a leader are much more important than his words." One can influence others with words but "the credibility of an action is what determines, in the long run, whether a leader will be followed or not." For instance, if a leader gives ideas, "we should act like this to better reach the goals," but does not, himself, do what he says, he will, sooner or later, lose his credibility and his influence on the group.

Source: J. Kouzes & B. Posner (1991)

Slide 19

Question 8

It is possible to have negative leadership in a group.

AGREE DISAGREE

Slide 20

Question 8: response

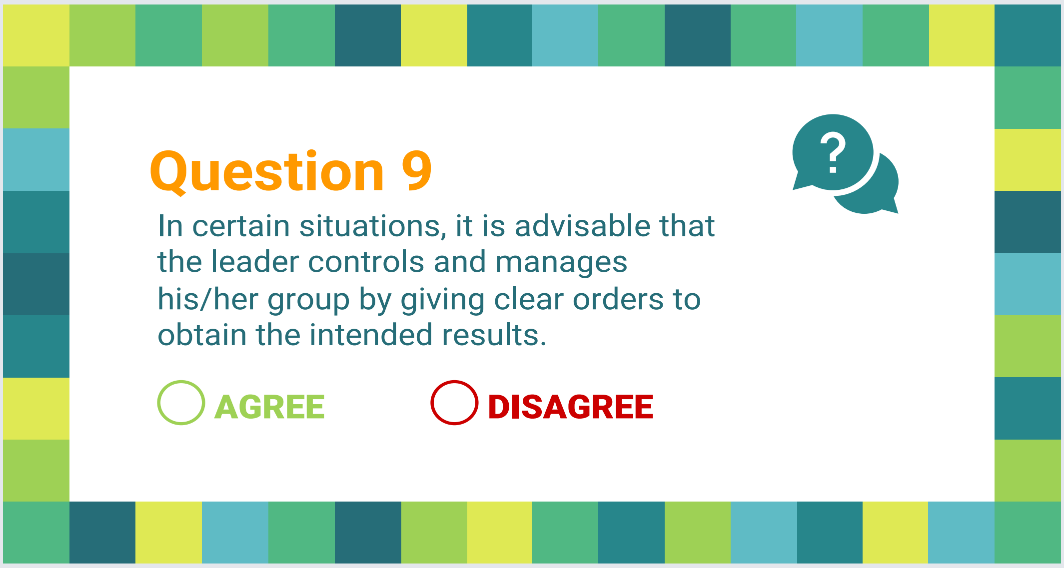
It is possible to have negative leadership in a group.

Explanation:

Indeed, one can speak of positive leadership when a person enhances the productivity of a group, when he/she has an influence that allows the group to better reach its goals. However, negative leadership exists in the case where someone's behaviour compromises the group's productivity. Certain behaviours can even stop certain persons from collaborating or even stop speaking and sharing in the group.

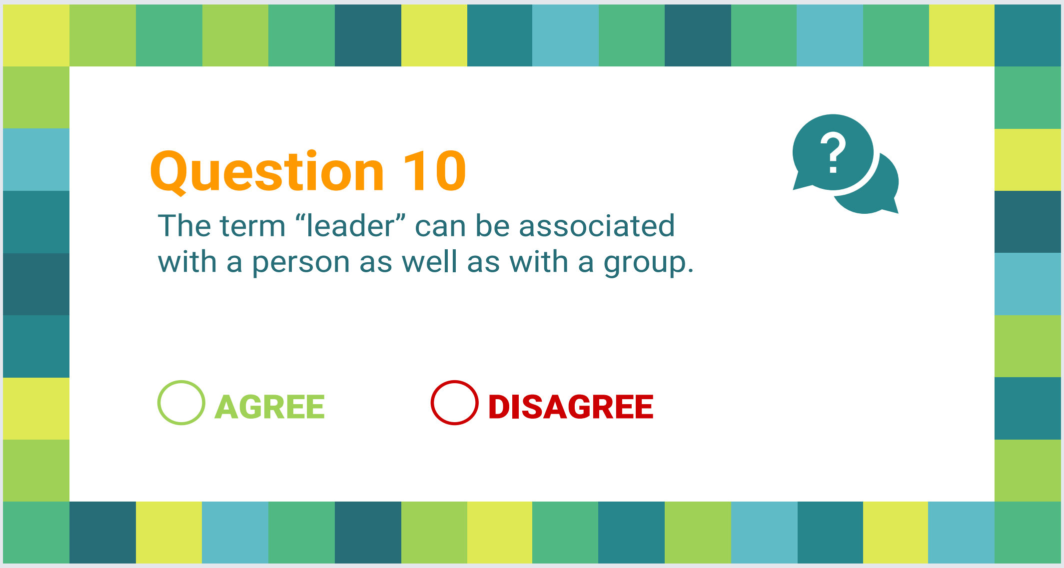
Source: P. Mongeau & J. Tremblay (1988)

Slide 21

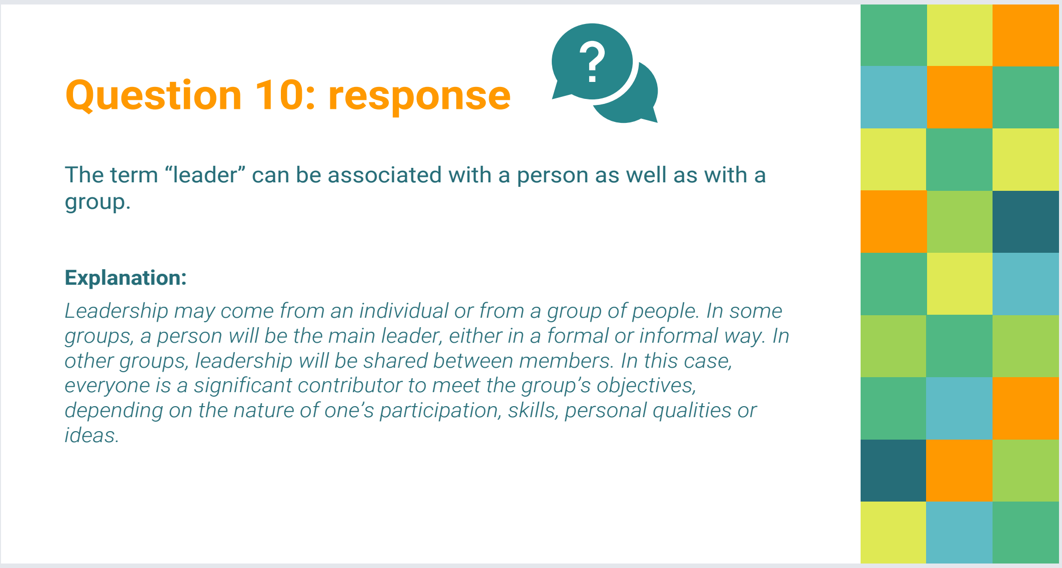


Slide 22

Slide 23



Slide 24



Source: Adapted from UPADI, 2014. LSGDT, Programme III – Action paysanne démocratique. Genre & Leadership.

HANDOUT
Quiz - Leadership

1. To be a leader, it is necessary to have an official title in a group or in an organization.

- ☐ Agree
- ■ Disagree

Explanation from the literature:
Several people associate leadership with a function, title or an official position. However, leadership does not come automatically with the status of leader or of group chief. “Leadership is shown by a **process or an attitude that motivates, involves, guides, inspires or influences the group.**” The function of leader can be taken by an official chief, but it can also be taken informally by someone who has a lot of influence in a group. It mainly **depends on one’s behaviour, skills and on the values that one shows to others.**

Source: J. Kouzes & B. Posner (1991)

2. Leaders all have a common feature: charisma. This is why leadership is a skill that only a few people have.

- ☐ Agree
- ■ Disagree

Explanation from the literature:
Leadership is neither mystic nor mysterious. It is not linked with charisma or any other personal characteristic. It is not a privilege for a small number of people. Everybody can, at some point, show leadership, depending on the context.

Source: J. Kotter

3. Leadership is an innate skill. It is not really possible to develop it and to become a good leader. Either one is a good leader, or one is not.

- ☐ Agree
- ■ Disagree

Explanation:
Leadership is not an innate or natural skill. Personality is only one element of leadership and, often, it is not the most important.

Leadership depends a lot on circumstances, but it can be learned: “An individual can develop his/her leadership skills by studying examples of successes, and then by adapting them to one’s situation.” It is also possible to develop knowledge and skills to show more leadership in the groups for which you work.

Source: http://www.cql.enap.ca.

4. The more a person provides ideas in a group, the more he/she is a leader.

- ☐ Agree
- ■ Disagree

Explanation:
Obviously, one must know how to pass on one's ideas and opinions, to hope to be able to influence a group. However, leadership is not associated with being a "big talker." Some people may talk very little but still obtain the attention of all the others. Others may talk a lot but the group may hardly listen to them. "Someone's influence in a group is more linked to the relevance of the ideas or to the motivation that he/she communicates."

Source: Pfeifferet Goodstein, 1991

5. Good leaders usually have a vision.

- ■ Agree
- ☐ Disagree

Explanation:
Leaders must have a vision, an idea of the path to take. However, this vision is not necessarily due to being a great visionary of the group's future (for example, Where will we be in 10 years?). A vision can be the fruit of a simple but original idea that makes the group go forward. It can come from oneself or arise from an inspiration given by someone else. Basically, to show leadership, one must just propose, with conviction, a clear and stimulating idea for the group.

6. To be an effective and credible leader, it is preferable to be neutral, detached and to express oneself without showing emotions.

- ☐ Agree
- ■ Disagree

Explanation:
It is the opposite. When leaders speak of what they are the most proud of, "the words inspiration, passion, joy, intensity, challenge, attention, affection and even love often come. Thus, leaders should be energetic and enthusiastic" when expressing their ideas.

Source: J. Kouzes & B. Posner (1991)

7. A leader shows more influence by acts than by words and speeches.

- ■ Agree
- ☐ Disagree

Explanation:
"The acts of a leader are much more important than his words." One can influence others with words but "the credibility of an action is what determines, in the long run, whether a leader will be followed or not." For instance, if a leader gives ideas "we should act like this to better reach the goals," but does not, himself, do what he says, sooner or later he will lose his credibility and his influence on the group.

Source: J. Kouzes & B. Posner (1991)

8. It is possible to have negative leadership in a group.

- ■ Agree
- □ Disagree

Explanation:
Indeed, one can speak of positive leadership when a person enhances the productivity of a group, when he/she has an influence that allows the ability to better reach those goals. However, negative leadership exists in the case where someone's behaviour compromises the group's productivity. Certain behaviours can even stop certain persons from collaborating or stop speaking and sharing in the group.

Source: P. Mongeau & J. Tremblay (1988)

9. In certain situations, it is advisable that the leader controls and manages his group by giving clear orders to obtain the intended results.

- ■ Agree
- □ Disagree

Explanation:
In some contexts, the leader needs to have control and provide clear directions. For instance, if a country suffers from recurring climate shocks affecting food provisions, the leader has to sensitize farmers to create food stocks, obtain information from relevant authorities, and offer directions on how to prepare for such shocks.

10. The term "leader" can be associated with a person as well as with a group.

- ■ Agree
- □ Disagree

Explanation:
Leadership may come from an individual or from a group of people. In some groups, a person will be the main leader, either in a formal or informal way. In other groups, leadership will be shared between members. In this case, everyone is a significant contributor to meet the group's objectives, depending on the nature of one's participation, skills, personal qualities or ideas.

SESSION 4
Leadership styles

Session structure

Learning objectives:

By the end of the session, participants will:

- familiarize with different styles of leadership and how they affect people;
- have increased knowledge and skills to effectively lead people.

Key messages:

Leadership is a dimension of human relationships and can take various forms. There are different theories to classify leadership styles. What they have in common is the importance of improving self-awareness. This is an essential part of leadership development, and becoming aware of the effects you, as a leader, are having on others is an essential skill.

Suggested duration of the session:

1 hour, 30 minutes

Materials needed:

- Markers, flipcharts and tape

Resources:

Handout: Leadership styles to be provided to participants at the end of the session

Comments and tips:

The session is designed around a role-play on leadership styles. To begin, choose a small group from the participants and ask that group to act out one of the scenarios provided. The role-play is organized in three phases but it is proposed that the group remain the same, with only a change in who acts as chairperson. However, the facilitator may decide to use different scenarios in each phase of the role-play and to change the whole group for each phase. After the role-plays have been presented, the issues raised are discussed. It is important to allow enough time for discussions.

Additional resources on the topic:

Daniel Goleman, "What makes a leader," in *Harvard Business Review On Leadership* (2011).

Trainers' notes

Trainer input — 10 minutes

The facilitator introduces the role-play exercise that is envisioned for this session. Role-playing is an enjoyable and useful exercise to raise many aspects of a topic with a group. This role-play will help participants see how the behaviour of leaders affects the group with whom they are working.

Role-play — 40 minutes

The role-play is organized in three phases:

PHASE 1:

About five participants need to participate in the role-plays. Every participant should be asked to act out a meeting of a group they are familiar with. They are given the task to take a decision about a matter of general interest to their group or organization, e.g. how the organization can best approach a donor for funds or how a group should organize the collection of their product and transportation to the market. Or one of the following scenarios could be chosen:

- **Scenario 1:** The government asks the farmer organization to nominate two people to attend a training. The process of nomination is not transparent. The leader wants to impose his or her vision.
- **Scenario 2:** The organization is facing internal conflicts as all members are contributing to the organization savings, however, decisions for investments are taken by only two members of the Executive Committee.

One person is selected to act as the chairperson or the leader.

The leader in phase 1 is told to act the part of an **autocratic leader**, very dictatorial: to call for ideas but not to listen to people, to squash their suggestions, to impose his or her point of view.

The other members of the group are each given specific roles:

- A is asked to support whatever the chairperson suggests
- B suggests several possibilities
- C supports B
- D always interrupts and opposes the chairperson

Instructions can be given orally or written on a flipchart but separately from the rest of the audience. The chairs should be arranged in an open circle so that everyone can hear and see well. Participants should be reminded to speak clearly.

The chairperson is then asked to start and each participant needs to play the role she/he has been given.

The audience is asked to take notes on the following questions that the facilitator has written down before the role-play starts:

- What does the leader do in the group?
- How does the group react?

When the situation has become clear to the audience, the facilitator stops the action and replaces the chairperson with another participant.

PHASE 2:
The members of the group have to play the same role but one of them is asked to start. The new chairperson changes his/her style. He/she has been asked to be very **passive**. The leader shows little interest in the problem, makes no suggestions, does not respond to the suggestions of the group, and does not help to reach decisions or resolve a conflict.

The audience is asked again to take notes. The facilitator stops the situation when it becomes clear. The facilitator gathers all the answers in plenary. If the group is big, the facilitator can ask participants to discuss them for five minutes in small groups and then report to plenary.

PHASE 3:
Finally the role-play can be reactivated with someone who volunteers to play the role of the **democratic leader**. The facilitator asks the participants to form small groups to discuss different solutions on what they think is realistic in their farmer organizations.

Plenary feedback **40 minutes**

After the role-play, the facilitator asks another question:

- What does a good leader/chairperson manage to do in a group?

The facilitator tries to get specific answers and records them on a flipchart.

The facilitator will briefly summarize the three leadership styles supported in his or her explanation by the Handout "Autocratic, laissez-faire or passive attitude and democratic leader." The facilitator asks participants if there is one preferred style. He/she then explains that even if the democratic style is preferred, it depends on the context. The facilitator asks participants in which context an autocratic style of leadership can offer the best results, and then when a passive or democratic style should be preferred. The facilitator explains with the help of the handout the consequences of each style when used in the appropriate context.

HANDOUT

"Autocratic, laissez-faire or passive attitude and democratic leader"

Leadership is a dimension of human relationships. It is a system of action (Kotter) and can take various forms. There are different theories to classify leadership. The simplest classification is the following, including three major styles:

Aspects	Autocratic	Passive or laissez-faire	Democratic
General definition	Influence is exercised in a directive way	Limited influence – a lot of freedom is left to the group/team	Influence is exercised through interaction with the group/team
Decision-making	Leader makes decisions alone	Leader delegates decisions to the group/team	Leader prefers making decisions with the group. Consensus-builder
Functioning rules	Leader gives instructions. Leader prefers controlling the process	No defined rules. The group is auto-disciplined	Rules are defined jointly with the group
Distribution of tasks	Leader decides the task distribution. Leader leads the activities	Leader prefers giving space to others. Not directly involved in the activities	Leader prefers dividing tasks in a participatory way
Group discussion	Leader speaks with authority. Not inclined to listen to others	Leader listens to others; leader does not like intervening and tries to avoid conflicts	Leader encourages exchanges with the group and likes engaging in discussions with it
When there is a problem	Leader tries to find a rapid solution	Leader does not engage in finding solutions. Hopes that things will evolve autonomously	Leader raises the issue within the group/team and tries to find agreeable solutions
Elaborating a vision	Leader proposes his/her vision and tries to convince the group to accept it	Leader follows the direction set by the group. Low personal motivation	Leader tries to define a common vision or common objective
When this style is appropriate	In emergency situations	When the group or team is competent, self-directed and responsible. When the team has a high-level of maturity	All the rest
Consequences if used in the right context	Rapid decisions and action. High productivity	It requires a low level of engagement and work by the leader	Democratic style allows creativity, cooperation, innovation. Productivity can be low in terms of quantity but high in terms of quality. High trust
Consequences if used in the wrong context	People behave less responsibly. They are less engaged and less creative. They can become passive and resistant. They spend less time at work. There are several conflicts.	People feel lost, inadequate, no motivation. Roles vaguely defined. No control on the team and low performance	Democratic decision-making can take too much time when the situation requires a rapid response. When the roles and objectives are well defined and the team is on task, an over-zealous democratic leader may schedule too many meetings, which can be perceived as a waste of time by the group or team and affect individual motivation.

It is important to highlight that one person can use a mix of leadership styles according to a given context and/or situation to be faced. The adaptation capacity of the leaders to choose the right mix is key.

Sources: UPADI, 2014. LSGDT, Programme III – Action paysanne démocratique. Genre & Leadership; Mariagrazia Rocchigiani, 2015, *Facilitation guide on Leadership for Farmer Leaders, developed for the FAO* technical assistance component of the Bangladesh Integrated Agricultural Productivity Project (IAPP TA), unpublished document.

SESSION 5
The concept of shared leadership and equity

Session structure

Learning objectives:

By the end of the session, participants will:

- engage with the concept of shared leadership;
- identify opportunities where women and youth can have a lead role in the farmer organization;
- reflect on the idea of equity.

Key messages:

Leadership does not refer to one single person in the organization but should be present and encouraged at all levels. Authentic leaders recognize that leadership is not about their individual success but about empowering and inspiring those around them. Often some members in organizations or groups tend to be marginalized, such as women or youth. These two groups need special attention and can cover important leadership roles when farmer organizations are equitable and inclusive.

Suggested duration of the session:

1 hour, 30 minutes

Materials needed:

- Screen, projector, laptop, markers, flipcharts and tape

Resources:

- Handout 1: Leadership roles
- Handout 2: Equality and equity
- Handout 3: Equity in farmer organizations

Comments and tips:

The session envisions the distribution of handouts. In general, it is better to either give out handouts well before the session starts or after it has finished, since otherwise participants can become distracted by reading the handout rather than concentrating on what is happening in the session. However, do not read long texts to them that are boring and unnecessary. Regarding the slide with the visual on equity, it is a powerful tool that participants should be encouraged to use in their own organization to stimulate constructive discussion on equity.

Additional resources on the topic:

Harvard Business Review On Leadership (2011).

Trainers' notes

Trainer input **10 minutes**

The facilitator explains that the style of democratic leadership implies also sharing the leadership role with different members of the group. In every group or farmer organization, different and complementary roles are necessary to ensure good functioning. Autocratic leaders try to accumulate all these roles himself/herself. Democratic leaders choose members of their group/team with complementary profiles and capacities, which are key to increasing the group's overall performance as well as delegating tasks properly. The facilitator will ask participants to share a success story of shared leadership they have experienced.

Group work **40 minutes**

The facilitator will create the space for a brainstorming session on the different roles that leaders can have depending on the task that they perform or on the processes in which they are involved daily. The facilitator will divide participants into groups, where they will:

- brainstorm about their daily roles as leaders;
- explain them simply; and
- define them through keywords.

The keywords should reflect how they perceive themselves performing each role. Each group will capture the inputs provided by the participants on a flipchart. Groups will have 30 minutes to brainstorm and 10 minutes each to report to plenary.

Plenary feedback **30 minutes**

The facilitator can guide the discussion in plenary based on the handout on "Leadership roles" that explains different leadership roles according to the tasks and processes in which leaders are involved. He/she can also mention that the concept of leadership is associated with the ideas of change, transformation, providing services and acting as a role model. For instance, coaching an individual who is trying to learn new tasks can be considered a form of leadership.

The facilitator stimulates participants to think of opportunities where women or youth can play a lead role in farmer groups and capture the information on two flipcharts (one for women and one for youth), asking why they propose that role and how it can be exercised. The flipcharts can be organized with a table displaying three columns:

- role
- why
- how

Trainer input **20 minutes**

The facilitator will conclude the session with an image on equity (Handout: "Equity in farmer organizations"). The facilitator asks participants to comment on the image projected on the screen. The image shows three people trying to see a football match being played on the other side of a wall. The ability to see or not see the football match represents the well-being of the person, the wall represents the external environment, and the platforms represent the services offered to members by the organization.

The image can be used to represent real experiences of women or youth in farmer organizations (FOs). During the discussion, the facilitator should make it clear that FOs can play a role in enhancing equity and inclusion through participation of women and youth in the services they offer to their members and in the decision-making structures of the organization. Referring to the image, the FOs' role would be illustrated by raising up of the platform on which women can stand to gain a better view of the match (middle drawing). An important part of the solution, however, must also come from the external environment, for example, through culture change, policies and so on. In the picture, these changes correspond to the lowering of the wall (drawing at the bottom). The facilitator can also underline that the concepts of equity are not only applicable to gender, but also to age, ethnicity, etc.

Technical background

The **concept of shared leadership** is based on the idea of distribution of the roles of influence within a team or group according to existing capacities. Open and inclusive, shared leadership allows everyone to show one's leadership skills at different levels of the organization. All the members of a group can develop their leadership skills and, thus, better contribute to the organization's overall leadership. By proceeding like this, the organization benefits from everyone's strengths as opposed to when a formal leader tries to accumulate all the different roles.

The distribution of leadership roles can be flexible and spontaneous. Each member of the group can show limited leadership in precise moments. For instance, if a group wants to collectively market a product, a member with strong abilities to make consensual decisions will be able to recruit producers, a member who masters the production processes will be able to train other producers to improve the quality of the product, a member who has knowledge of financial matters and is known for his integrity could serve as treasurer, another one who is a good negotiator could contact potential buyers, and so on. Together they will form a good team that will lead the initiative successfully.

There are several ways to classify roles associated with leadership in a group:

- **Roles linked to the internal environment versus roles linked to the external environment**:
  An example of a role linked to the external environment is the spokesperson. An example of a role linked to the internal environment is a coach.

- **Roles based on a task versus roles based on a process:**
  Roles associated with internal leadership in a group are often divided into two big categories: roles linked to a task and roles linked to processes (the way the group works). An example of a role linked to a task is an information provider. An example of a role linked to a process is encouraging members when performing certain tasks.

Shared leadership and accountability

Being a leader is more than accessing a position of influence and power. It is also taking responsibility and being accountable on the basis of the results that have been achieved.

Shared leadership reinforces collective responsibility by:

- Enhancing member participation in the implementation of the strategy and in the democratic life of the organization
- Ensuring equal sharing of benefits and successes but also of risks and failures

HANDOUT 1
Leadership roles

Roles linked to a task: Coordinator, information and feedback provider, archivist, evaluator, responsible for logistics, initiator-contributor, guide, elaborator, motivator, visionary.

Roles	Description
Initiator-contributor	• Clarifies objectives, redefines problems and offers solutions, suggests points for the agenda and maintains the discussion within the time limits.
Information and feedback provider	• Asks questions regarding facts, ideas, values, opinions and other relevant suggestions to advance current discussions.
Initiator	• Shares facts, ideas, values, opinions and suggestions based on his or her experience and knowledge or by doing the necessary research to help the group achieve its goals.
Visionary	• Predicts results, offers examples and develops ideas to see how they could be applied in practice.
Manager	• Ensures that goals are met. • Matches identified talents with corresponding tasks/responsibilities. • Delegates properly.
Coordinator	• Synthesizes discussions and guides the group toward action and tasks to accomplish.
Evaluator	• Evaluates the group's achievements regarding quality and quantity, based on predefined criteria.
Motivator	• Motivates the group to achieve its goals in terms of quantity and quality.
Responsible for logistics	• Supports the group's activities by shaping its environment (i.e. meeting room) and providing the necessary tools.
Archivist	• Records the actions and achievements of the group.

Roles linked to processes: Inclusion watcher, follower, encouragement provider, harmonizer, observer, compromise maker.

Roles	Description
Encouragement provider	• Congratulates members for their contribution to the group.
Harmonizer	• Reduces tension and solves conflicts.
Compromise maker	• Steps back from his or her position to maintain the group's harmony.
Inclusion watcher	• Encourages each member to participate and contribute.
Observer	• Observes the way the group works (processes and dynamics) and informs the group. • Provides feedback on his/her observations.
Follower	• Participates in meetings, listens to discussions and accepts decisions made by the group.

Sources: UPADI. 2014. LSGDT, Programme III – Action paysanne démocratique. Genre & Leadership; Mariagrazia Rocchigiani, 2015, *Facilitation guide on Leadership for Farmer Leaders, developed for the FAO* technical assistance component of the Bangladesh Integrated Agricultural Productivity Project (IAPP TA).

HANDOUT 2
Equality and equity

The **social and economic inequalities between women and men** undermine food security and hinder economic growth and progress in the agricultural sector.

Gender equality is when women and men enjoy equal rights, opportunities and entitlements in civil and political life.

For FAO, gender equality is equal participation of women and men in decision-making, equal ability to exercise their human rights, equal access to and control of resources and the benefits of development, and equal opportunities in employment and in all other aspects of their livelihoods.

The FAO State of Food and Agriculture 2010-11 report shows that if female farmers had the same access as male farmers to agricultural inputs and services, they could substantially increase the yields on their farms and raise total agricultural output in developing countries by 2.5–4 percent, which could in turn reduce the number of hungry people in the world by 12–17 percent. A World Bank report concluded that reducing gender inequality leads to falling infant and child mortality, improved nutrition, higher economic productivity and faster growth. For the global community, gender equality is also a commitment, embedded in international human rights agreements and in the Sustainable Development Agenda 2030. Gender equality and the empowerment of rural women and girls are essential for achieving sustainable development, promoting peaceful, just and inclusive societies, enhancing inclusive and sustainable economic growth and productivity, ending poverty in all its forms and dimensions everywhere, and ensuring the well-being of all.

Gender equity *means fairness and impartiality in the treatment of women and men in terms of rights, benefits, obligations and opportunities.*

FAO has placed gender equity in access to resources, goods, services and decision-making among its key strategic objectives in agriculture and rural development for the next 10 years. By creating social relations in which neither of the sexes suffers discrimination, gender equity aims at improving gender relations and gender roles, and achieving gender equality.

The essence of equity is not identical treatment – treatment may be equal or different, but should always be considered equivalent in terms of rights, benefits, obligations and opportunities. *Gender equity connotes a sense of justice between men and women; insisting on the absolute equality of numbers is not always fair. When women and men in a community have unequal status and unequal access to knowledge and resources, women need special treatment and affirmative action before their "starting point" can be considered equal: that is, positive discrimination.* Since male predominance in the family, public policy and institutions – not only in rural areas, but worldwide – has long obscured women's interests and concerns, a key strategy for gender equity lies in women's empowerment. Development must encompass rural women's long-term needs and aspirations, their decision-making power, and their access to and control of critical resources such as land and their own labour.

Drawn from: http://www.fao.org/gender/gender-home/gender-why/en/ and FAO document "FAO Policy on Gender Equality: Attaining Food Security Goals in Agriculture and Rural Development." http://www.fao.org/fileadmin/templates/gender/docs/FAO_FinalGender_Policy_2012.pdf

HANDOUT 3
Equity in farmer organizations

Sources: Adapted from UPADI-FAO 2015. Guide de Formation des formateurs “Elaboration d’une vision commune pour renforcer la performance, l’équité, la gouvernance et la gestion de l’Organisation Professionnelle.” Projet Renforcement du rôle des réseaux des organisations professionnelles agricoles de la pêche dans la sécurité alimentaire au Maghreb (TCP/SNE/3403).

SESSION 6
Conflict management

Session structure

Learning objectives:

By the end of the session, participants will:

- identify different sources of conflicts;
- identify approaches for conflict management and key steps; and
- share experiences for conflict solution.

Key messages:

It is important to identify the causes and sources of conflict to be able to choose the effective strategy for its resolution. In the choice of the strategy, it is always crucial to show respect and concern for the problem, the people and the process and to look for an integrated space where the two parties are engaged to find potential solutions and options. It is important not to personalize the issue but rather remain factual and respectful.

Suggested duration of the session:

1 hour, 30 minutes

Materials needed:

- Projector, screen, laptop, markers, flipcharts and tape
- Photocopies of the story to be provided for the group work

Resources:

- PowerPoint presentation
- Story
- Technical background

Comments and tips:

The session is based on a scenario of a conflict that participants have to analyse for which they propose solutions. If the proposed story is not appropriate, the facilitator has the following options:

1. The facilitator can create a new story that is more relevant to the situation and the experience of the participants and then ask participants to perform the same analysis envisioned in the exercise.
2. Or the facilitator can ask the groups to prepare a role-play of a conflict they have experienced in their group/organization (20 minutes for preparation plus 5 minutes per presentation per group), present the results to plenary, and ask the audience to take notes with the following questions in mind: “What are the causes of the conflict? Do you approve of the solution? What else could have happened?”
3. The facilitator can ask each group to choose a conflict that was solved successfully in their organization. Discuss it in their group and then present to plenary. Describe what happened and what solutions were discussed (30 minutes for group discussion, 5 to 10 minutes for each group presentation, and the remaining time for plenary discussion).

The facilitator needs to pay particular attention to facilitating and redirecting the discussion if the group diverges the discussion to specific situations (e.g. family conflicts, even if many farmer organizations are family-led and experience these types of conflicts) and loses focus. It also would be important for the facilitator to reiterate key take-away messages at the end of the session.

Additional resources on the topic:

Mary Lewnson, My management guide (2018)

Bharat Thangaraj, Soft skills for conflict resolution (2019)

Video on "Conflicts as a means to reinforce a group. Tools to incorporate the emotional /conflict dimension in our group" by Mamen Cuéllar Padilla- University of Cordova (2020), prepared for the Lab experiment in Moldova. The video can be retrieved at https://www.bondproject.eu/project-activities/lab-experiment-in-moldova/

Trainers' notes

Trainer input **10 minutes**

The facilitator will start the session by asking two questions:

- "What is a conflict?"
- "Can you give an example of a conflict you faced in your group or organization?"

The questions are ice-breakers to engage participants in the topic, which is normally a "hot" one, and the session may require more time than what has been allocated. If participants share some examples, the facilitator can also ask if and how they solved it. Then the facilitator will propose an exercise to frame the discussion on conflicts and possible ways of conflict management. Below is one type of proposed exercise; however, in the section "*Comments and tips*" other options are also offered.

Group work **40 minutes**

The facilitator will divide participants into four groups and each group will be provided with copies of the following story:

"In the association, 15 female members are working together on a small income-generating project. Altogether they started with gardening and have done quite well so far. But recently, five members bought three sewing machines with which they wanted to start a sewing business in addition to gardening.
During the discussion in the meeting following this event, the owners of the machines claimed a bigger share of the common profit, because the machines were theirs and they wanted a small fee from the other members for the use of the machines. The other members disagreed: "If the sewing machine owners want to sew on their conditions only, they should leave the project!"

The machine owners are surprised, for now they want to start fighting for their "rights." The other members of the group are surprised too. The communication between the two factions has almost come to an end. Each group wants to win the "fight."

Some members do not feel so intensely involved. They see that there is obviously something wrong, and they want to change it.

What can they do?"

In each group, the participants first need to individually read the story (5 minutes) and then discuss the following questions:

- What has happened in this group?
- How could the conflict be solved?
- What would you recommend to those members who want to change the situation?

After the groups have each written down their ideas, they will present to plenary.

Plenary discussion and trainer input **40 minutes**

Someone from each group will be nominated to share the results of the group discussion in plenary. Each group will have 5 minutes to report on their discussion. Then the facilitator will use the PowerPoint presentation to introduce different conflict-solving strategies and compare them to the solutions given by the groups. Every strategy may be illustrated by examples from the cases that were just presented or, alternatively, from the participants' experiences. The facilitator could also leave the floor to the participants and ask them to share if they have experienced situations similar to the story in their own group.

Technical background

Conflicts exist in every group or organization, including in farmer organizations or cooperative organizations.

Having the right understanding of the different typologies of conflicts will allow leaders and managers to look into the actual reasons for group conflicts and find solutions that can help resolve interpersonal problems. Although conflicts are inevitable, decision-makers should strive to reduce the likelihood of conflict occurrence. They must mitigate the negative impact of group conflicts and try to increase the positive impact of those conflicts.

What is a conflict?

Group conflict is a problem that occurs between members of a group and affects its results. Group conflicts are caused when the balance between perceptions, goals or/and values of the group are not aligned, therefore, people cannot engage together, and no shared goals can be achieved.

Sources of conflicts

There are different **types of sources for conflicts:**

- **Different values.** Each person has his or her own values that can be different from the values of the group and conflict may arise.
- **Goals versus expectations.** Often improperly set goals do not relate to actual expectations, which can lead to a group conflict.
- **Roles and responsibilities.** If the right people are not assigned to the right responsibilities and roles, a conflict is likely to arise in the group.
- **Lack of resources.** Every group has to work using limited resources – this situation increases the risk of group conflict occurrence and often the time devoted to engage in a farmer organization is done on a voluntary basis and not remunerated. This can be another source of conflict.
- **Poor communication** or lack of communication between different members of the group. This often leads to **lack of common understanding**.

- **Perceived inequity**, particularly in the sharing of benefits between group members considering the work or resources they have contributed.
- **Different personalities and work styles:** The way of approaching people and issues may vary depending on the personality and work style of the person. In a multicultural setting, culture is an important factor that should not be underestimated. Moreover, some people may have **problematic or incompatible personalities** that tend to lead to conflicts, regardless of the situation. For instance, they may lack self-control, be manipulative, aggressive, insecure, suspicious of everyone else, wanting to attract personal attention or acting out some unresolved personal or interpersonal issues.

These conflict types require leaders to use their conflict resolution skills to examine the original reasons for the group conflict. Being able to identify the specific cause of the conflict a leader is dealing with will help him or her better overcome these challenges and help the group reach a consensus.

Approaches for conflict management

There are six basic attitudes that people can adopt when dealing with conflicts.

1. AVOIDING THE CONFLICT

Here conflicts are denied; not addressed by any party; or kept hidden or suppressed. Groups that avoid conflicts cannot develop deep enough relationships to warrant lasting confidence. There is a lack of trust among them, and some members or groups may either stop participating in activities or leave the group. This can be a risky approach. Unsolved conflicts may determine the end of the group.

2. REMOVING THE CONFLICTING PARTY/PARTIES

Members who oppose or disrupt the group's objectives are driven out of the group either by expulsion; by punishment; or just ignoring their wishes. Such members may then establish new groups that compete with the original one. In this case, the original conflict has not been resolved.

3. AGREEMENT

The majority rules and decides, but the minority agrees to what is proposed. This will be the case in situations where no high stakes are at risk for the losing section. The conflict here is resolved by acceptance from the minority.

4. ALLIANCE

The different parties do not give up their opinions but agree on a common point (short-term goal) that all consider good for them. The conflict is still there and may surface again once the short-term goal is reached.

5. COMPROMISE

When the parties involved in a conflict have similar influence and support, they may look for a compromise. Each faction gives in as much as necessary to reach a better solution in the end. Conflicts are often solved like this. However, it has to be accepted that neither party is entirely content with the final solution, since a compromise is by definition less than either party would like to obtain.

6. MERGING DIFFERING APPROACHES INTO A NEW ONE TO FORM A CONSENSUS

The parties differ with regard to the methods but have a goal in common. Different opinions are discussed, weighed against each other, and measured against the common goal. The whole group is involved in the process of conflict solving, and each member makes sure that her/his wishes are recognized. The newly found solution can be an even better one than the solutions envisioned by the differing positions at the outset. This conflict resolution method is based on consultation.

Skills for conflict resolution

SKILL 1 - WIN-WIN

You use a win-win approach to deal with conflict when you consider the needs and wants of the other person as well as your own. To achieve a win-win outcome from a conflict situation, you must want to cooperate with the other parties involved and obtain fair outcomes for everyone.

SKILL 2 - CREATIVE RESPONSES

Being creative in how you approach a conflict can allow you to see opportunities to do things differently in the future. You need to consider the problem by putting yourself into an appropriate frame of mind that will enable you **to understand the issue and see the solutions.** You can put yourself into an appropriate state of mind by:

- relaxing physically and mentally;
- using positive language;
- deciding that you are definitely going to fix the problem;
- understanding that resolving the conflict successfully will lead to a new scenario that will be more positive and productive for everyone.

SKILL 3 - EMPATHY

In a conflict situation you are not always right! Empathy means **listening** and trying to understand the other person's point of view. It is sometimes referred to as "putting yourself in someone's shoes." Your ability to see a situation from someone else's perspective can be affected by factors such as having a perceived stereotype or prejudice.

SKILL 4 - MANAGING EMOTIONS

Having emotions is what makes us human. Frequently, conflict generates emotions in us that we may not be able to identify. To be able to manage our emotions in a conflict, we first need to be able to identify those emotions, acknowledge them and understand why we are having them. Learn to mentally "step back" and think about the emotions you are feeling and the source of them.

The ability to recognize your level of emotion, and have a willingness or desire to fix the issue, is an important factor to success. If two people are so emotional about their respective points of view, then they are not going to be able to open their minds enough to even start a conversation.

Key tips to successfully address a conflict:

- Be forgiving and recognize that letting go of a difficult situation is not synonymous with weakness or lack of humanity.
- Try to put the issue behind you and move forward. Do not let the conflict define you and your actions.
- Understand and accept that everyone has different attitudes, beliefs and outlooks.
- Consider that having new ideas does not automatically mean the old ones go in the bin!

SKILL 5 - APPROPRIATE ASSERTIVENESS

Being assertive means that you are confident and direct in putting forward your opinion.

This is not to be confused with being aggressive. This skill helps you state your point of view in a clear and intelligible way.

SKILL 6 - NEGOTIATING SKILLS
Having negotiation skills means you should be able to get people working together toward a resolution.

SKILL 7 - THIRD-PARTY MEDIATOR
Conflict can be very emotional, and people may say or do things they do not really mean because they get carried away by uncontrolled emotions. This means they can listen to both parties with empathy, and reflect to each party their understanding of their respective realities, staying objective and fair to help resolve the conflict in a way that will take into account the needs and aspirations of all involved.

A mediator is someone who may come in from a different area, who has no emotional connection to the issue.

He/she can be objective and fair and help resolve the conflict in a logical and neutral manner. He/she will not personalize the conflict but rather work to help the parties stick to the facts.

SKILL 8 - BROADENING PERSPECTIVES
Your view is only one perspective on a situation. While you may not agree with the point of view of another person, it is important to understand they have opinions and are entitled to that point of view. Giving another person in a conflict acknowledgement for having a point of view is important. You do not lose respect or “bargaining ground” by acknowledging someone else’s perspective on a subject.

Key steps for reaching a conflict solution

1. MAP THE CONFLICT
Identifying where the conflict started can be helpful (i.e. going back to the beginning and working forward again through the issue). Each person involved in the conflict should have his or her needs, values and objectives identified. This can help you and the other people involved be clear about exactly what the issue is, which can help you identify a solution. It is also important to validate with all parties involved your understanding of the issue.

2. DEVELOP OPTIONS
Generate as many different solutions as possible. If possible, generate the choices with all parties involved in the conflict. You are more likely to come up with options that will suit the needs of everyone.

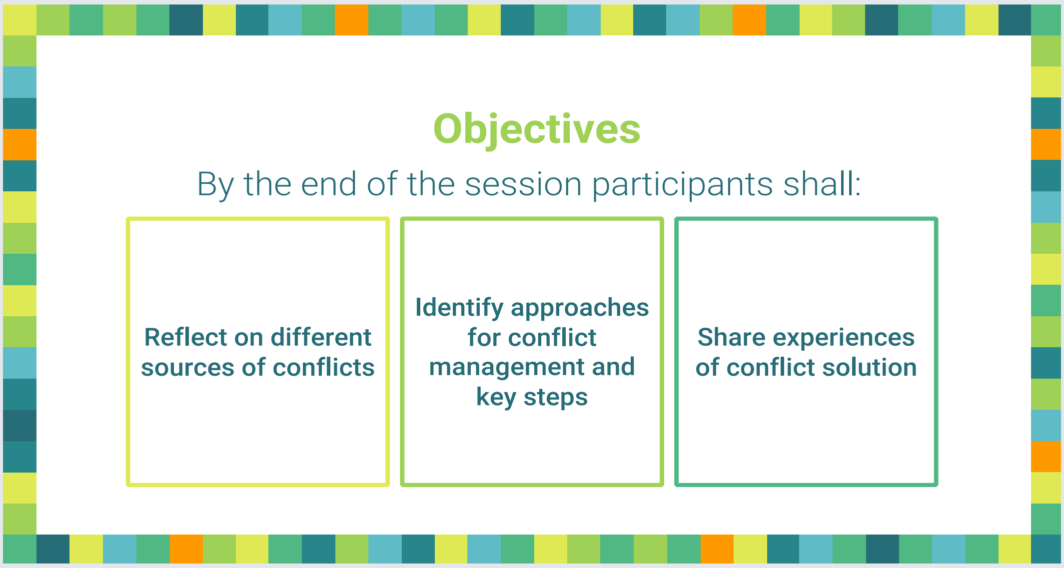
You can:

- brainstorm (what are the fears, what are the needs, what are the means, what are the options);
- break the problem into smaller chunks;
- research more information to obtain a better picture.

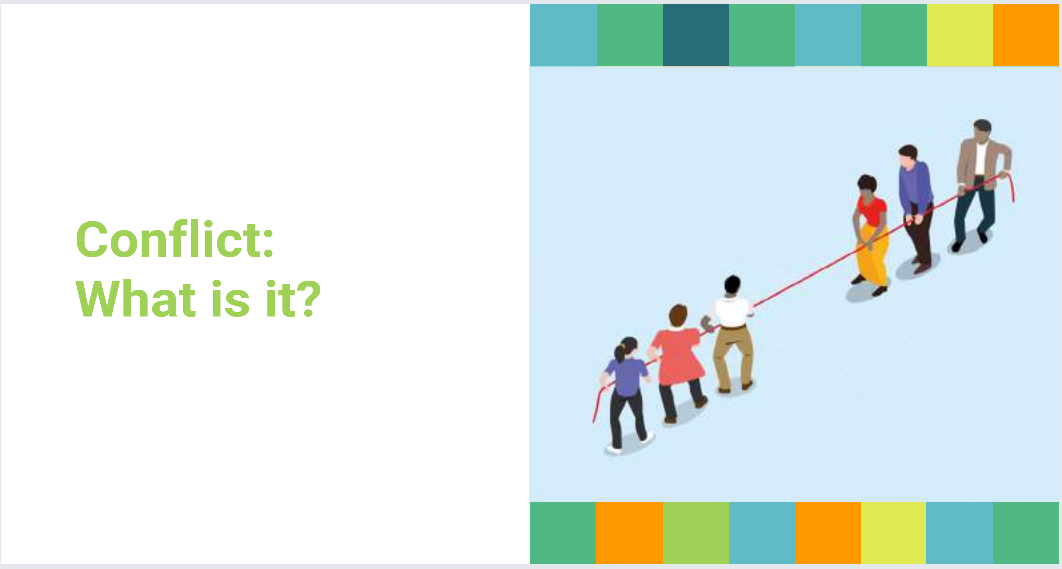
Sources: adapted from Mary Lewnson, My management guide (2018); Bharat Thangaraj, Soft skills for conflict resolution (2019); FAO, Agricultural Cooperative development (1998); FAO Learning Module 4 Organization analysis and development(2013); Tool Needs and Fears Mapping.

POWERPOINT PRESENTATION
Conflict management

Slide 1



Slide 2



Slide 3

Exercise

Form 4 groups and nominate a person who will report back to plenary

1

Individually read the story

(5 minutes)

2

Discuss within the group and respond to the following questions (40 minutes):

What has happened in this group?

How can the conflict be solved?

What would you recommend to those members who want to change the situation?

Slide 4

Sources of conflicts

- **Different values**
- **Improperly set goals not reflecting expectations**
- **Poor communication**
- **Lack of common understanding**
- **People not assigned to right responsibilities and roles**
- **Lack of resources**

TO DEAL WITH CONFLICT, IT IS IMPORTANT TO IDENTIFY THE CAUSES!!!

Slide 5

Approaches for conflict management

1. Avoiding the conflict

Conflicts are denied; kept hidden or suppressed

2. Removing the conflicting party

Expulsion of members who oppose or disrupt the group's objectives

Slide 6

Approaches for conflict management

3. Agreement that the majority decides

Minority agrees to what is proposed by the majority

4. Create alliances

Parties agree on a short-term win

Slide 7

Approaches for conflict management

5. Compromise

Each party makes concessions to the others

6. Merging different approaches into a new one

Recognition of different wishes for a new common solution

Slide 8

Key steps for conflict resolutions

Mapping the cause of the conflict:

Analysis of the needs, values and objectives should be identified for each person involved in the conflict.

Develop options:

Generate the choices with all parties involved in the conflict. You can:

- brainstorm (what are the fears, what are the needs, what are the means, what are the options)
- break the problem into smaller chunks
- research more information to get a better picture

Slide 9

Skills for conflict resolutions

- Win-win or cooperative
- Creative responses
- Appropriate assertiveness
- Empathy
- Manage your emotions
- Broadening perspectives
- Negotiation skills
- Third-party mediation

SESSION 7
Cooperative principles and values

Session structure

Learning objectives:

By the end of the session, participants will:

- identify the cooperative principles;
- discuss how such principles can be interesting for other types of farmer organizations.

Key messages:

A cooperative is an organization that is established to promote the interests of its members and that is structured as an association and as an enterprise. It promotes the common interests of the members. Globally, cooperatives have adopted seven guiding principles that are the practical expression of the values behind collaboration in cooperatives and constitute the common identity of such organizations.

Suggested duration of the session:

1 hour, 30 minutes

Materials needed:

Projector, screen, laptop, markers, flipcharts and tape

Resources:

- PowerPoint presentation
- Handout on the cooperative principles and values

Comments and tips:

This session has been conceived to hold an open discussion on cooperative principles, as these management principles are also applicable for different types of farmer organizations. The facilitator needs to stimulate the group to present their thoughts on this topic and to see how and if they can relate to them.

It would be important if the facilitator could share a video on cooperative experiences in the world. A good source for videos on cooperatives around the world is the following: http://aroundtheworld.coop

Additional resources on the topic:

ICA. 2015. Guidance Notes to the Co-operative Principles. https://www.ica.coop/sites/default/files/basic-page-attachments/guidance-notes-en-221700169.pdf

My.Coop: Managing your agriculture cooperative. https://www.itcilo.org/en/areas-of-expertise/rural-development/my-coop-manging-your-agricultural-cooperative

ILO Think.COOP – an orientation on the cooperative business model. (https://www.ilo.org/global/topics/cooperatives/publications/WCMS_616148/lang--en/index.htm)

ILO Start.COOP – a participatory tool for launching a cooperative. (https://www.ilo.org/global/topics/cooperatives/publications/WCMS_644711/lang--en/index.htm)

Website with cooperatives videos: AroundtheWorld.Coop. http://aroundtheworld.coop

Trainers' notes

Trainer input and ice-breaker activity — 20 minutes

The trainer poses two questions to the participants:

- "What is a cooperative?"
- "What distinguishes cooperatives from other organizations?"

The trainer gathers some feedback and captures it on a flipchart, then he/she shows the PowerPoint "Cooperative principles and values," which includes a slide with the cooperative definition as adopted at the international level by the International Labour Organization and the International Cooperative Alliance.[17] The trainer compares the definition with replies provided by participants and asks them what the most significant aspects are.

Group activity — 30 minutes

The trainer introduces the group activity, underlining that people who are elected to lead and manage an organization draw strength from their own values, from what they believe in, as well as from their idea of what their role should be in the organization and the meaning that they give to their work.

The trainer asks participants to reflect on the values and principles that they would like to see form the basis of their own organization.

A value can be defined as a moral reference in which a person firmly believes and that influences their choices and actions.

A principle is a rule or standard and is more specific than a value. An example of a principle could be "Cooperatives are open to all people able to use their services."

The trainer asks the participants "Who knows the cooperative principles?"

Then the trainer will divide participants into groups, depending on the number of people, and assign one or two cooperative principles. The groups need to be as diversified as possible in terms of gender and role. Each group will:

- explain the meaning of the principle;
- clarify if and how such principle is implemented in the reality they live in;
- share the main successes and/or challenges for its implementation.

Plenary feedback — 40 minutes

During feedback in plenary, each group will present the result of their discussion. The trainer or the participants can summarize the highlights of their conversations. The trainer can distribute the handout on cooperative principles and values and, depending on the interest shown by participants, further share the content of the handout.

[17] The International Cooperative Alliance (ICA), a non-profit international association established in 1895 to advance the cooperative model, is the apex organization for cooperatives worldwide. It represents 317 cooperative federations and organizations across 110 countries (figures as of September 2018). The members of the Alliance are national-level cooperative federations, individual cooperative organizations and government offices concerned with cooperatives. One in every six people on the planet are cooperators. Through its membership, the Alliance represents 1.2 billion members of cooperatives from any of the 3 million cooperatives worldwide. Cooperatives generate partial or full-time employment for at least 280 million individuals worldwide, either in or within the scope of cooperatives, making up almost 10 percent of the entire employed population.

HANDOUT
Cooperative principles and values

A cooperative is an autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise.

Cooperative definition, International Cooperative Alliance, 1995

Cooperatives are businesses owned and run by and for their members. Whether the members are customers, employees or producers, they have an equitable share in the cooperative's profits. **Cooperatives are a unique form of business that put people at the heart of their activities.**

Cooperatives are based on **values** of self-help, self-responsibility, democracy, equality, equity and solidarity. While cooperatives are also businesses, the main objectives for people to set up or join a cooperative is to improve their economic and social conditions through joint action for the good of all members rather than through individual concerns only.

Wherever a cooperative is set up, it should be in line with the cooperative identity statement – definition, values and principles – as adopted by the international cooperative movement in 1995. **The seven Cooperative Principles are the internationally agreed upon foundational principles** that, when applied to the day-to-day governance and management of cooperative enterprises, enable them to achieve the objective of meeting their members' needs and aspirations, within their specific context.

These cooperative principles are rooted in the Rochdale principles, designed in 1884 by the first cooperators in modern history. Since then, the cooperative principles have been reviewed and reformulated in 1937, in 1966 and finally in 1995, even though their essence remains. **Cooperative values are immutable**, but the **application of related principles requires constant reappraisal** in light of economic, social, cultural, environmental, and political change and challenges.

There are different types of agricultural cooperatives: production cooperatives and service cooperatives. In production cooperatives members jointly engage in the production process. In agriculture, members jointly cultivate pooled agricultural resources, such as land or farm machinery. Collective farms in the former Soviet Union and kibbutzim in Israel are examples of agricultural production cooperatives. Production cooperatives sell their output to outsiders; yet their main function is to improve the well-being of their members by creating conditions for more efficient farming than what would otherwise be feasible in individual farms. According to International Cooperative Alliance (ICA) data, production cooperatives account for less than 5 percent of all cooperatives in the world.

Service cooperatives, on the other hand, are the largest and most typical category of cooperatives in developed and developing countries: these are cooperatives that provide services to their members – producers who continue to carry out all production activities independently on their own land. Service cooperatives in many countries account for a large share of transactions, particularly in agriculture. For instance, agricultural marketing, processing and supply cooperatives are major players in markets for farm products and farm inputs in North America, Western Europe, Japan and South-East Asia. In the United States, agricultural cooperatives handle about 30 percent of farmers' total farm marketing volume and 28 percent of farmers' total supply purchases. In the European Union, the share of agricultural cooperatives is even larger: in countries such as the Netherlands, Denmark, Ireland and Sweden, 70-80 percent of farm products are marketed through cooperatives and cooperatives account for 50–70 percent of all farm input purchases. Service cooperatives are usually subdivided into marketing cooperatives, processing cooperatives, input supply cooperatives and farm machinery cooperatives. For fisheries, community-supported fishery cooperatives exist.

Seven cooperative principles

At the congress of the International Cooperative Alliance in Manchester in 1995, seven principles of cooperatives were agreed by which cooperatives put their values into practice:

1ST PRINCIPLE: VOLUNTARY AND OPEN MEMBERSHIP

Cooperatives are voluntary organizations open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, political or religious discrimination.

2ND PRINCIPLE: DEMOCRATIC MEMBER CONTROL

Cooperatives are democratic organizations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary cooperatives, members have equal voting rights (one member, one vote), and cooperatives at other levels are also organized in a democratic manner.

3RD PRINCIPLE: MEMBER ECONOMIC PARTICIPATION

Members contribute equitably to, and democratically control, the capital of their cooperative. They usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any of the following purposes: developing their cooperative enterprise, possibly by setting up reserves, part of which at least would be indivisible; benefiting members in proportion to their transactions with the cooperative; and supporting other activities approved by the membership.

4TH PRINCIPLE: AUTONOMY AND INDEPENDENCE

Cooperatives are autonomous, self-help organizations controlled by their members. If they enter into agreements with other organizations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their cooperative autonomy.

5TH PRINCIPLE: EDUCATION, TRAINING AND INFORMATION

Cooperatives provide education and training for their members, elected representatives, managers and employees so that they can contribute effectively to the development of their cooperatives. They inform the general public – particularly young people and opinion leaders – about the nature and benefits of cooperation.

6TH PRINCIPLE: COOPERATION AMONG COOPERATIVES

Cooperatives serve their members most effectively and strengthen the cooperative movement by working together through local, national, regional and international structures.

7TH PRINCIPLE: CONCERN FOR THE COMMUNITY

Cooperatives work for the sustainable development of their communities through policies approved by their members.

Conditions needed to create a cooperative

Cooperative organizations are based on several **fundamental conditions:**

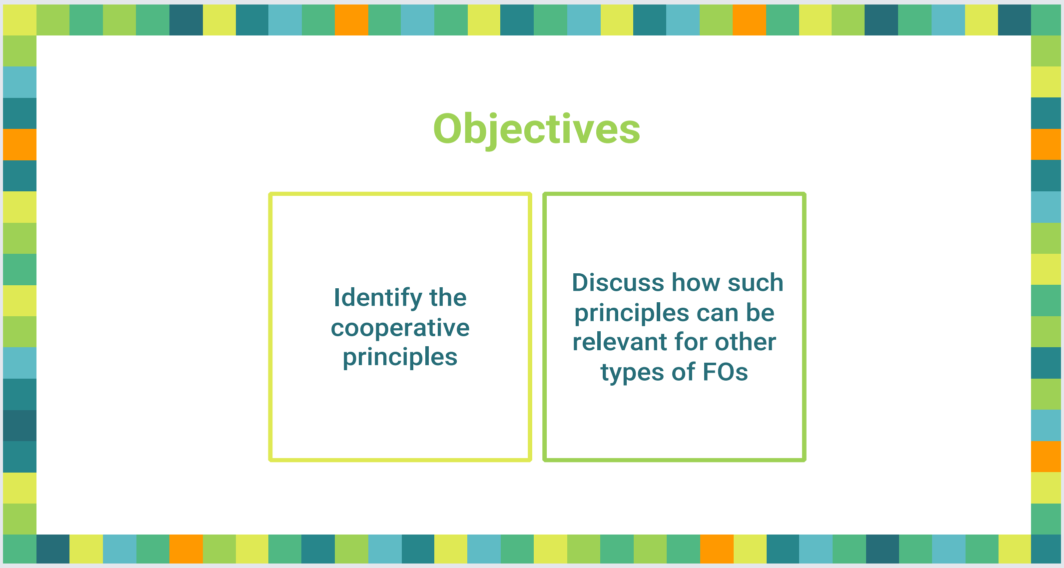
- Existing problems and constraints cannot be solved individually. A group of motivated persons who share common problems is needed.
- The advantages of membership (access to goods, inputs, loans, services, markets, etc.) outweigh the duties of membership (e.g. contribution of resources such as money, time, land, equipment, etc.).
- At least one person in the group has leadership ability and takes the initiative to represent the group. It is essential for successful work that he or she is reliable and inspires the group.
- There are no legal or political restrictions on groups being able to elect their own leaders; market their own goods; earn profits; and make their own decisions about distributing surplus, etc.

Sources: ICA. Guidance Notes to the Co-operative Principles(2015). www.ica.coop; My.Coop Managing your agriculture cooperative (module 1); FAO Agriculture Cooperative Development. (1998), http://www.fao.org/3/a-x0475e.pdf.

POWERPOINT PRESENTATION

Cooperative principles and values

Slide 1



Slide 2

Slide 3

Slide 4

Slide 5

Slide 6

SESSION 8
Building a common vision

Session structure

Learning objectives:

By the end of the session, participants will:

- explain the importance of building a shared vision;
- identify different strategies for building a vision.

Key messages: the direction of an organization is given by the vision or image of the future that the organization has. Starting with the purpose and values of the organization and the needs of its members, building a shared vision is the first step for the strategic planning process of an organization.

Suggested duration of the session:

1 hour, 30 minutes

Materials needed:

Projector, screen, laptop, markers, flipcharts and tape

Resources:

- PowerPoint presentation "Building a shared vision for farmer organizations"
- Technical background

Comments and tips:

This session introduces the concept of a shared vision and its importance in helping the farmer organization to develop sound goals. The facilitator can ask participants whether their group or organization has a shared vision and whether this has been achieved through a deliberate structured process or informally agreed upon. This will allow participants to draw connections between their experience and the approaches proposed by this session, and to stimulate critical reflection on the process of building a shared vision.

The session proposes two types of group exercise. If the session is organized for the members of one farmer organization to start their strategic reflection on their vision, then the type of exercise proposed as Option 1 "Formulating a shared vision" can be used. If the session is organized with the participation of different organizations, the Option 2 exercise "Debate" will be more appropriate and one hour of time will be enough. A note of caution when using Option 2 – depending on the context or culture, the facilitator has to make sure that participants understand what a debate is and provide an example.

Additional resources on the topic:

Senge & Gauthier. 1991. *The fifth discipline: the art and practice of the learning organization.*

Trainers' notes

Trainer input and ice-breaker activity — 5 minutes

In plenary, the facilitator draws a circle on a flipchart and explains that the circle represents the farmer organization and the dots inside the circle represent its members. The facilitator also highlights that this circle is affected by what is happening around it, in the context in which each organization operates (social issues, policy issues, economic, environmental...).

The session starts with a question in plenary: "What major changes have you observed in the general context in the past 5 to 10 years?" After receiving one or two replies, the facilitator will propose option 1 or option 2 for the exercise (see Comments and tips).

Group Activity – Option 1: Formulating a shared vision — 40 minutes

The participants are divided into groups and need to respond to two questions (20 minutes per question):

1. "What do you think the general context and the Farmer Organizations will look like if nothing will change in 10 years' time?"
2. "What kind of changes would you like to see happening, in the general context, in your countries for Farmer Organizations by 2030?"

Each group will have to summarize the discussion into one sentence to be shared in plenary, starting the sentence with "In 10-years' time...."

Plenary feedback – Option 1 — 30 minutes

During feedback in plenary, each group will present the result of their discussion. The facilitator will go back to the sentences provided in the group activity and start building on a common sentence with input from participants. One strategy could be to use the session to underline the keywords that need to be included in the sentence. Formulate it during the break with the co-facilitator and share it again for validation.

Group Activity – Option 2: Debate — 20 minutes

The facilitator will ask for six volunteers. They will form two teams that will simulate a debate within the organization. Team 1 will support the idea that only leaders have to define the vision in the organization "**Leaders define the vision first**"; Team 2 will support the idea that it is vital to "**Consult with members first.**" They will sit in the middle of the room and are turned toward each other. Taking turns, and alternating each time between the two teams, each member puts forward their argument in favour of the position they are defending (7 minutes).

The trainer facilitates the exchanges between the two teams. This involves asking questions of clarification, highlighting the main points of disagreement between the two groups, etc. (8 minutes). The volunteers can be supported with a statement written on a piece of paper as quoted below.

Below are some **suggested arguments** that can be given to the volunteers **to start the debate**. One argument per person.

The "**Leaders define the vision first**" team will most likely put forward arguments such as:

1. "Members do not know what they want. They have never thought about this question. We need to show them immediately how the vision will help the cooperative so that it would have some legitimacy among the members. For this to happen, we need to present a well-developed vision to which they'll want to subscribe. That's why we were elected in the first place."

2. "If we don't present a clear vision to our members, they won't regard us as leaders. They may ask questions to which we may not have the answers and we would risk losing face."
3. "If we ask people what they want, without giving them any boundaries, they will come up with unrealistic demands. We'll only create expectations that will be impossible to meet."

The "**Consult first with members**" team will most likely put forward arguments such as:

1. It is first necessary to understand the needs and opinions of our members if we wish to respond to their aspirations. If not, we risk wasting our time on a nice project that our members do not want.
2. We are representatives of the members, not their bosses. To represent them well, we need to be informed about their needs and opinions.
3. If we want members to truly invest in the life and activities of the organization, then they must really feel that it is THEIR organization. For that to happen, they need to be able to contribute to its development, from the beginning.

Plenary feedback Option 2: Review of the debate **15 minutes**

In plenary, the trainer draws out the main arguments of both teams as well as what impressed the group most from the debate. Arguments that underlined the need for the vision before consultation should be taken for their own value, even if the trainer knows that consultation is essential. Some of these arguments contain important elements of truth. Others can reflect certain ideas about the role of leaders.

The trainer wraps up the discussion and introduces any important points that were not mentioned by participants, drawing on the corresponding PowerPoint slides.

Trainer input **15 minutes**

The facilitator will present the PowerPoint "Building a shared vision for farmer organizations," consolidating participants' experience of the concepts and underlining theory.

Technical background

1. Vision, mission and values: three guiding questions of the organization

Every organization is guided by three main questions: what, why and how. The vision corresponds to the "what," that is, the image of the future that we want to create. The *raison d'être*, also called the mission, responds to the "why": why do we exist as an organization? The values of the organization constitute a response to the "how": how should we act as we journey toward our vision in line with our mission? These three guiding questions, taken together, respond to the question "what do we believe in?"

2. The power of the shared vision

A shared vision is one of the greatest strengths that an organization can have. Such a vision arouses enthusiasm, connects individuals and pushes them to excel in bridging the gap between the current reality and the vision. In studying teams renowned for their outstanding performance, psychologist Abraham Maslow found that what most distinguished them from other teams was that they had a common vision and goal. "An individual no longer differentiated him/herself from the mission… s/he identified so closely with the mission that you could not describe them separately." Indeed, the shared vision alters the relationship between the organization, members and employees by significantly strengthening the sense of belonging to the organization.

3. How to develop a shared vision

A shared vision is the same image visualized by a number of people, all of whom eagerly want to be involved in its realization. An organization's vision can only be meaningfully shared if it is anchored in the values and personal visions of each individual – members, elected members and employees – so that it reflects their personal aspirations. In this way, a shared vision cannot be imposed by leaders on to the rest of the organization. This would only lead to members of the organization conforming blindly to the wishes of its leaders. In order for a vision to be truly shared and able to motivate the whole organization, it must emerge from a process of co-construction involving the largest number of people possible.

4. Five strategies for developing a vision... and the degree of commitment they typically encourage

Peter Senge describes **five possible strategies** that can be used by leaders to develop a shared vision, as well as **seven attitudes** that these strategies are likely to engender among members and employees.

The **five strategies**, from the least participative to the most participative, are: **declaration, sell, test, consultation and co-creation**.

The possible **attitudes** are the following:

- Apathy: indifference, little interest and energy.
- Rebellion: does not agree and refuses to comply.
- Resistant compliance: does not agree with the vision, but still complies with it to avoid having to leave the organization.
- Formal collaboration: sees several beneficial effects and does what is asked, although nothing more.
- Sincere collaboration: understands the positive effects of a vision and does what is asked in order to contribute to its realization.
- Support: wants to realize the vision and acts as necessary within the existing structures and rules.
- Commitment: wants to realize the vision and to personally help to ensure this, even to the point of modifying structures and rules that may obstruct it.

Below is a description of each strategy and its likely results:

DECLARATION

The leader knows what the vision should be, and the organization must follow it. Depending on the context and how this strategy is used, it tends to engender reactions among members or employees ranging from rebellion to, at best, formal collaboration, passing through resistant compliance and apathy.

SELL

The leader knows what the vision should be, however, s/he needs the organization to "buy" (agree to) it before going ahead. Unfortunately, "sell" too often means "persuading someone to do something s/he would not have done knowingly." This approach to being sold something under pressure is incompatible with the intended purpose, which is gaining the sincere support and commitment of members and employees for a shared vision. Agreeing to the vision is the result of a choice and that choice should be well informed, otherwise the commitment will not last!

TEST OR POLL

The leader has one or a number of ideas on what the vision could be and wants to know the reactions of the organization before continuing. In choosing this approach, it is important to take a number of precautions, such as protecting the anonymity of the respondents to gather their honest opinions. The main limitation of this approach is that it makes it difficult for members to express new ideas that are not part of the framework of options presented. The likelihood that they recognize their personal aspirations in the final vision is reduced accordingly, likewise their motivation to commit themselves to achieve it.

CONSULTATION

The leader tries to develop a vision and wants to make the most of the creative inputs of the organization before continuing further. A process lasting several months is put in place to discuss the vision and gather feedback. This process is generally initiated at the top and cascaded down to the base of the organization: the contributions gathered in this way are then relayed back to the senior level. This approach involves a higher degree of participation of members and staff to create the vision and, as such, it increases the likelihood that they will adhere and commit to achieving it. It is limited, however, by the fact that the basic premise – that a vision should be created at the top of the organization – is not questioned. However, experience shows that a vision is usually much more powerful when it comes from the base, as it can then spread upwards to the leadership and outside of the organization.

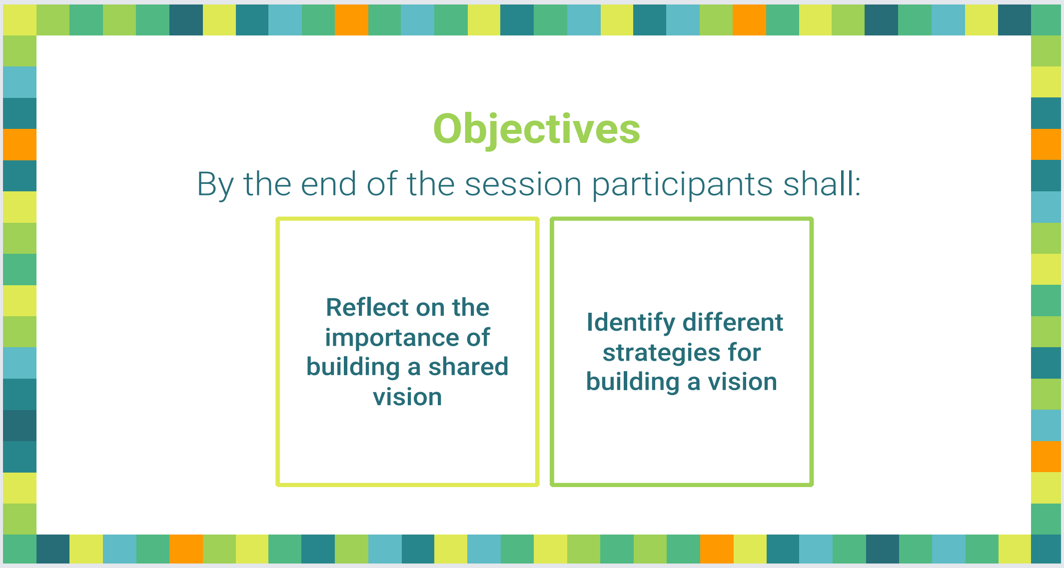
CO-CREATION

The leader, members and employees of the organization collectively build a shared vision through a collaborative process. For this approach to work effectively, leaders must first encourage members and employees to develop their personal visions by creating a climate of openness and treating everyone on an equal footing (the vision of a senior manager or an elected member has no more value, a priori, than that of a subordinate or a member at the base of the organization). Leaders should encourage a diversity of views, seeking cohesion rather than agreement between the different personal visions, and create opportunities for dialogue. They must be willing to listen to what others have to say and to take these views into account. They also must be willing to share their own vision, sincerely and honestly (without hiding from any potential problems) and leave others the choice to agree or not. Finally, they need to demonstrate a commitment to their own vision so as to inspire others to do the same. "The art of leadership is to create the conditions for the spontaneous transformation of personal visions into shared visions" (Senge & Gautier, 1991). This strategy of co-creation has the most potential for ensuring that a shared vision can emerge with the genuine commitment of members and employees.

Note: the text is inspired by the books *"The fifth discipline: the art and practice of the learning organization"* (Senge & Gauthier, 1991) and *"The fifth discipline: Field book"* (Senge et al., 2000).
Source: UPADI-FAO "Élaboration d'une vision commune pour renforcer la performance, l'équité, la gouvernance et la gestion de l'Organisation Professionnelle." Guide de Formation de Formateurs (2015).

POWERPOINT PRESENTATION
Building a shared vision for farmer organizations

Slide 1



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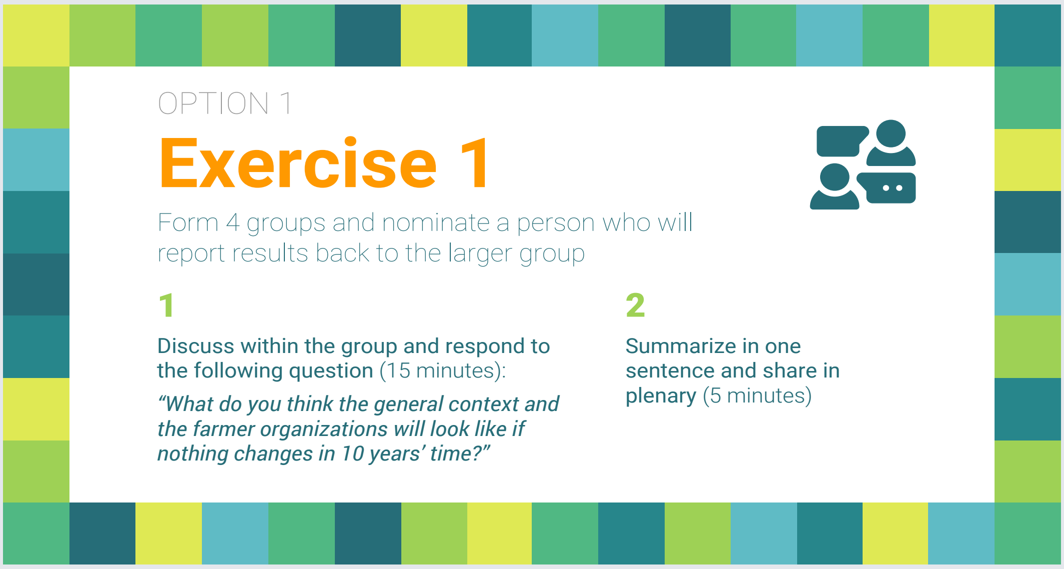


Slide 3

OPTION 1

Exercise 2

1

In the same groups, now discuss the following question (15 minutes):

_*"What kind of changes would you like to see happening in the general context and for farmer organizations by 2028?"*

_*"In 10 years' time …"*

2

Identify a person who will report back to the plenary (5 minutes)

Slide 4

OPTION 2

Debate

Six volunteers will form **two teams of 3 people**

The two teams will simulate a discussion during a board meeting of their organization, regarding the process to follow to develop a new vision in their organization

Team 1

will be formed by people who are convinced that leaders only have to define the vision **"Define the vision first."**

Team 2

will be formed by people who are convinced that it is important to consult with members **"Consult first with members."** Time: 15-20 minutes

Slide 5

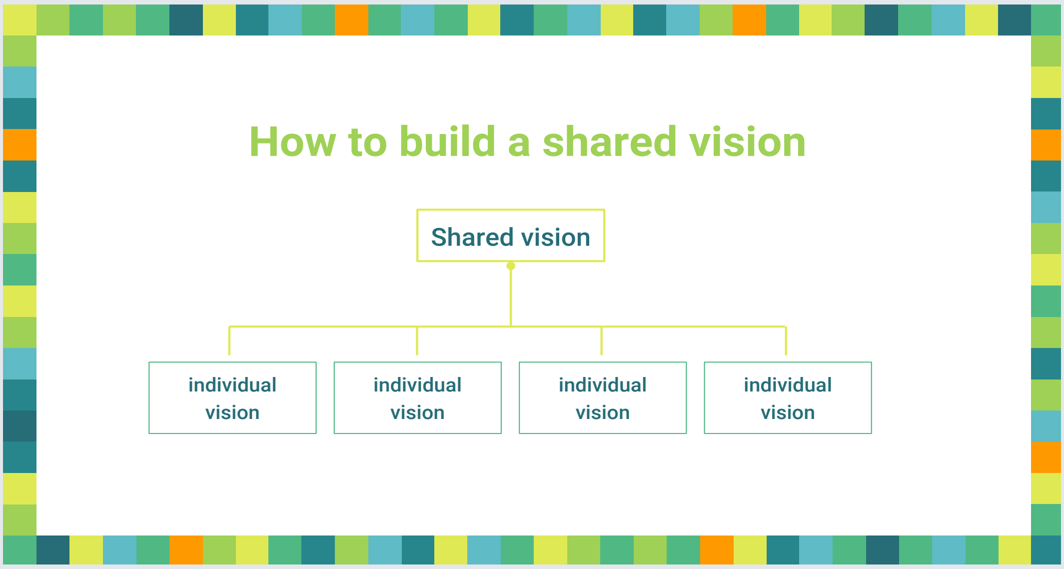
Three key questions leading an organization

WHAT = VISION	WHY = MISSION	HOW = VALUES AND PRINCIPLES
image of the future we want to create	reason of being for an organization	the way we act as an organization to achieve our vision

Slide 6

Slide 7

Slide 8



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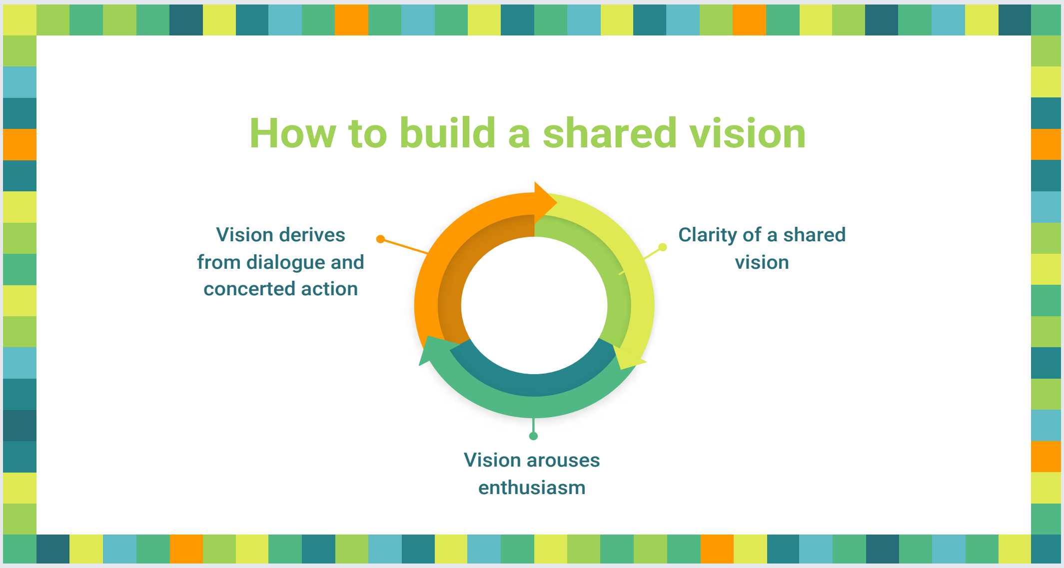

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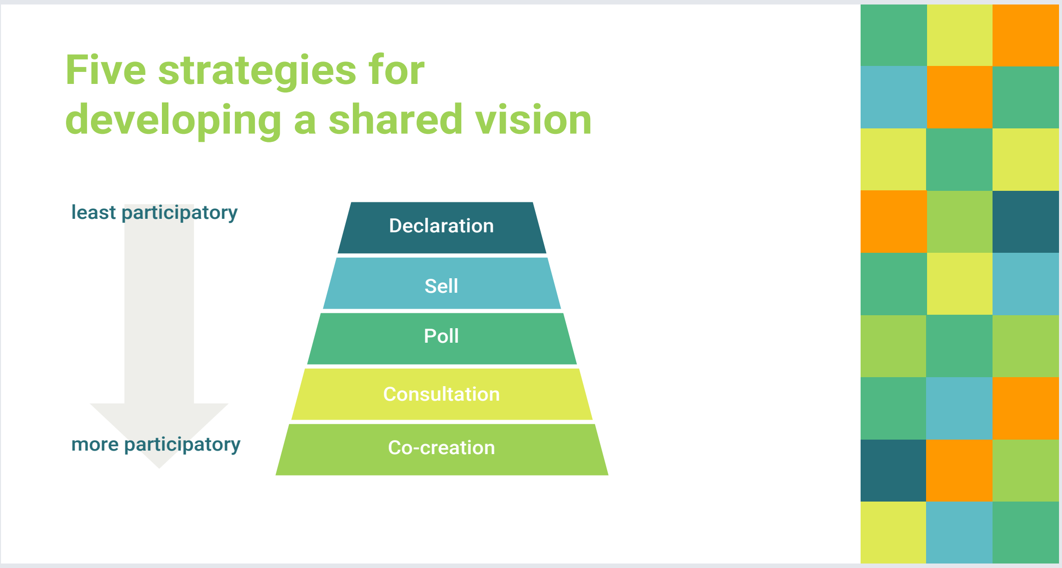

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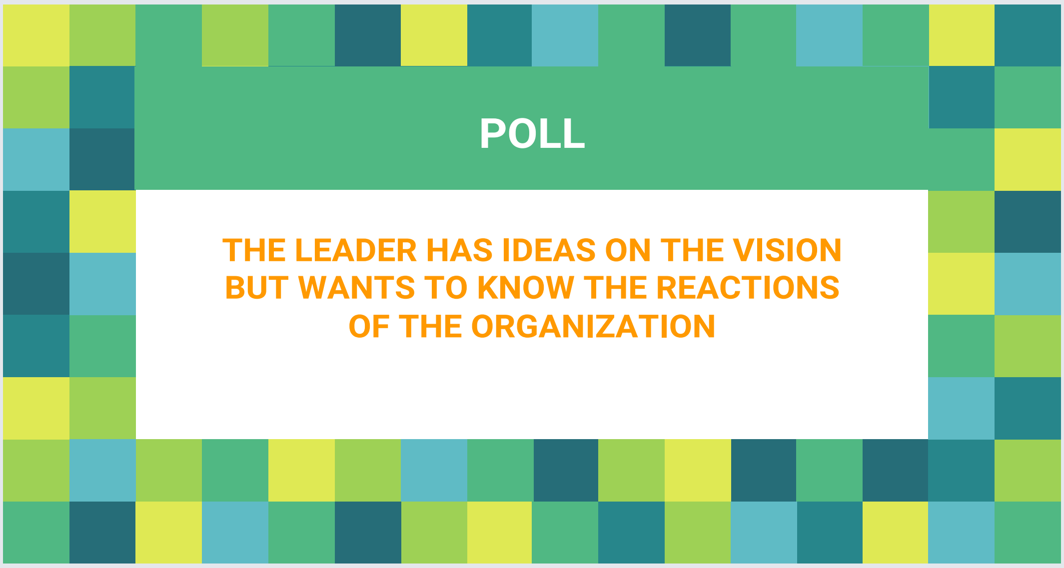
Slide 12

Slide 13



Slide 14

Slide 15

Slide 16

Source: FAO-UPADI Guide on "Élaboration d'une vision commune pour renforcer la performance l'équité et la gouvernance de l'OP."

SESSION 9
Participatory analysis of organizational performance

Session structure

Learning objectives:

By the end of the session, participants will:
- identify the main concepts for the analysis of organizational performance;
- carry out a participatory analysis of organizational performance.

Key messages:

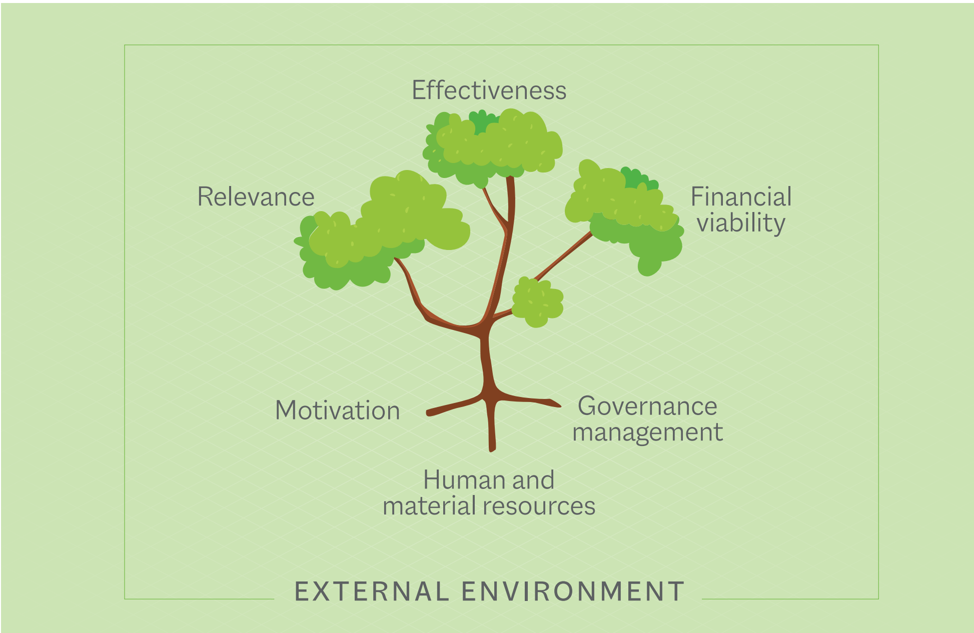
The **performance assessment framework** is a **diagnostic tool** allowing a participatory analysis of the strengths and weaknesses of a farmer organization using the three key dimensions of organizational performance: effectiveness, relevance and financial viability. The methodology facilitates the creation of a participatory process that engages all levels of the organization to look critically at the status of its own development.

Suggested duration of the session:

3 hours (divided in two parts of 1 hour and 30 minutes)

Materials needed:

- Projector, screen, laptop, markers, flipcharts and tape
- Green and yellow cards in A4 format cut in two (10 for each colour, which will make 20 cut cards for each colour).



- Two copies of a tree with three branches and three roots, drawn on a piece of paper and placed on the wall. Sufficient room should be left above the branches and under the roots to attach the 20 or so cards (as indicated above). Each branch of the tree has one of the dimensions of organization performance written next to it, i.e. "Relevance," "Effectiveness," and "Financial viability." Next to each root, one of the factors influencing performance is written, i.e. "Motivation," "Human and material resources" and "Governance/management." Leaving enough space underneath the roots of each tree, at the bottom and on another piece of paper or card, write "External environment." One tree will be used to show the strengths of the organization (part 1 of the session) and its weaknesses will be listed on the second tree (part 2 of the session).

- "Plan of action matrix" (see below – an example is included in the Technical background) in paper copies for each participant. The trainer should also draw lines and columns for a matrix on pieces of paper and affix them to the wall so as to create a giant matrix. For instance, three flipchart sheets of paper, cut in two lengthwise, to make six half sheets of paper. Each box of the matrix needs to be big enough to allow participants to paste a card on the performance areas of their organization.

MATRIX OF THE ACTION PLAN (1)

Component of performance	Actual situation		Desired situation for the cooperation in 5 years' time	Strategies	Actions	Responsa-bility	Timeline
	Strenghts	Problems					
Relevance							
Effective-ness							
Financial viability							

MATRIX OF THE ACTION PLAN (2)

Component of performance	Actual situation		Desired situation for the cooperation in 5 years' time	Strategies	Actions	Responsa-bility	Timeline
	Strenghts	Problems					
Motivation							
Material and human resources							
Government and management							
External environment							

Resources:

- PowerPoint presentation "Analysis of organizational performance. Methodological framework"
- Technical background
- Matrix of the action plan

Comments and tips:

Certain strengths or difficulties related to organizational performance can be difficult to categorize in a single dimension. For example, if the demand for a service regarding seeds is insufficient, it could be due to a problem of relevance (the members don't have a need for the service) or a problem of effectiveness (the organization does not manage to deliver

TRAINING SESSIONS AND MATERIAL

the seeds on time at the beginning of the season). Finally, the lack of demand for the service may lead to negative repercussions for its profitability and, consequently, on the financial viability of the organization. In brief, what is important here is the effort made by participants to attribute each strength or difficulty to one of the dimensions. This allows them to reflect on the dimensions of organizational performance and to actively seek a better understanding of their meaning.

Part 2 of the session involves some creative work through drawing. The facilitator needs to understand if the participants are not comfortable with the drawing; if that is the case, an alternative could be to retain the work in three groups, and to replace the drawing with a presentation with key points summarized on a flipchart. The plenary would proceed in the same manner, regardless of the medium chosen.

Additional resources on the topic:

FAO CD Learning Module 4 Organization analysis and development (2013), http://www.fao.org/3/a-i3538e.pdf

UPADI-FAO "Élaboration d'une vision commune pour renforcer la performance, l'équité, la gouvernance et la gestion de l'Organisation Professionnelle." Guide de Formation de Formateurs (2015).

Trainers' notes – Part 1: Analysis of the strengths

Trainer input **20 minutes**

The trainer outlines the topic, explaining that organizational change efforts are intended to improve the performance of organizations and of the people working in them. For private-sector organizations, the concept of performance primarily coincides with the profit that the organization can derive from its activities; for non-profit organizations, such a concept can vary depending on its scope. In general terms, performance is the success of the organization.

This session will help participants to create a picture of their organization, in particular of its strengths. The trainer defines what it is meant by "performance" and presents its three main dimensions, supported by the example of the tree. The tree represents the organization and the leaves or fruit symbolize its performance. The branches represent the three main dimensions of the cooperative's performance, and the factors affecting the performance of the organization are the roots of the tree. The PowerPoint presentation can be used for this, along with corresponding slides or the picture of the tree pasted to the wall as a symbol and visual support.

Group activity **20 minutes**

The trainer explains the exercise. Participants are divided into three groups and invited to discuss and present a notable achievement of their farmer organization that illustrates well the positive contribution it makes to agricultural development, to their community and to the local economy.

Groups should be as varied as possible in terms of gender, geographical distribution and age. Participants suggest diverse cases and have a brief exchange about their own example. Each group agrees on the best case to present. Each subgroup selects someone who can summarize the case well in plenary.

Plenary feedback **30 minutes**

During feedback in plenary, each group will present the results of their discussion. Green-coloured cards are distributed to participants (two per group per round of presentations).

The person who has been nominated to report back to plenary presents the achievement of the organization selected by their group (5 minutes per group for a total of 15 minutes).

While listening to the person reporting back, the other participants in each group try to summarize, using keywords on a green card, the strengths of the organization reflected through the achievement discussed. After the presentation, each group has three minutes to consult internally to select two major strengths and identify which dimension of performance they match. When the presentation is finished, one participant from each group goes in front of the tree that is hung on the wall and attaches the two cards, vis-à-vis the branches corresponding to the relevant dimensions of performance.

Trainer input **20 minutes**

The trainer checks the classification of the cards pinned against the three dimensions of performance. Those strengths with common themes are grouped together and the doubles/extras are taken out.

Participants are asked if any major strengths are missing on the tree. If so, and if there is general agreement, they can be added to the tree.

Prioritization of strengths: two main strengths for each performance dimension, making six in total. Ask a participant to write the two main strengths for each dimension on a card. The cards are affixed to the column "Actual situation" of the big matrix for the plan of action reproduced on the wall.

Trainers' notes – Part 2: Analysis of the weaknesses

Trainer input **10 minutes** **+ Group activity** **20 minutes**

The trainer outlines the exercise that now focuses on the weaknesses/problems/challenges of the organization. The participants are divided into three groups. The groups can be mixed up or kept the same as the previous exercise. The groups are invited now to make a drawing on a large sheet of flipchart paper about:

- What do you think are the major weaknesses affecting the performance of our farmer organizations?

The groups should work for 20 minutes and each member of the groups should have the opportunity to use the coloured markers and add elements to the drawing, as this is a collaborative creation.

Presentation of drawings **30 minutes**

Each group pins up their drawing. The other groups say what they think the group has tried to represent in their drawing regarding the difficulties a farmer organization may encounter in its performance.

The group that made the drawing clarifies/explains the difficulties in performance they wanted to represent (5 minutes per drawing). At the same time, the trainer or a volunteer participant writes on yellow cards the difficulties that are represented: one difficulty per card, summarized in few words.

Plenary discussion **30 minutes**

The trainer invites one member from each group to stand in front of the second copy of the tree. Together, they will classify the yellow cards and attach each of them to the corresponding branch symbolizing the targeted criteria (relevance, effectiveness or financial viability). Difficulties with common themes are clustered together and any double-ups are taken out. All the participants are then asked if, in their opinion, some weaknesses have been classified on the wrong branch; if yes, they are repositioned in the right place.

The trainer asks all participants if there are any important difficulties regarding the performance of the cooperative that is not found on the wall and, if there are any, to identify which ones. The trainer writes these difficulties on new yellow cards and asks participants to stick them on the corresponding branch of the tree.

Prioritization of weaknesses: two per dimension. The trainer asks one participant to write the weaknesses prioritized for each dimension on a card. These cards will be attached to the column “Actual situation” of the big matrix of the plan of action and reproduced on the wall.

Technical background - Part 1 and Part 2

The concept of performance is commonly associated with the idea of achievement and success. Organizational performance has three main dimensions:

Relevance: that is, the ability to set and pursue a purpose that meets the real needs and aspirations of its members while continuing to contribute to the improvement of their living conditions (and therefore able to adapt to change). For example, a cooperative offers a service of collective marketing, but fails to facilitate access to credit early in the season; consequently, members continue to sell much of their crop at low prices.

Effectiveness: the degree to which an organization is fulfilling its mission, remains true to its purpose and its objectives. For example, a farmer organization does not hold statutory meetings according to a specified schedule, which results in a lack of communication and transparency and low involvement of members in decision-making.

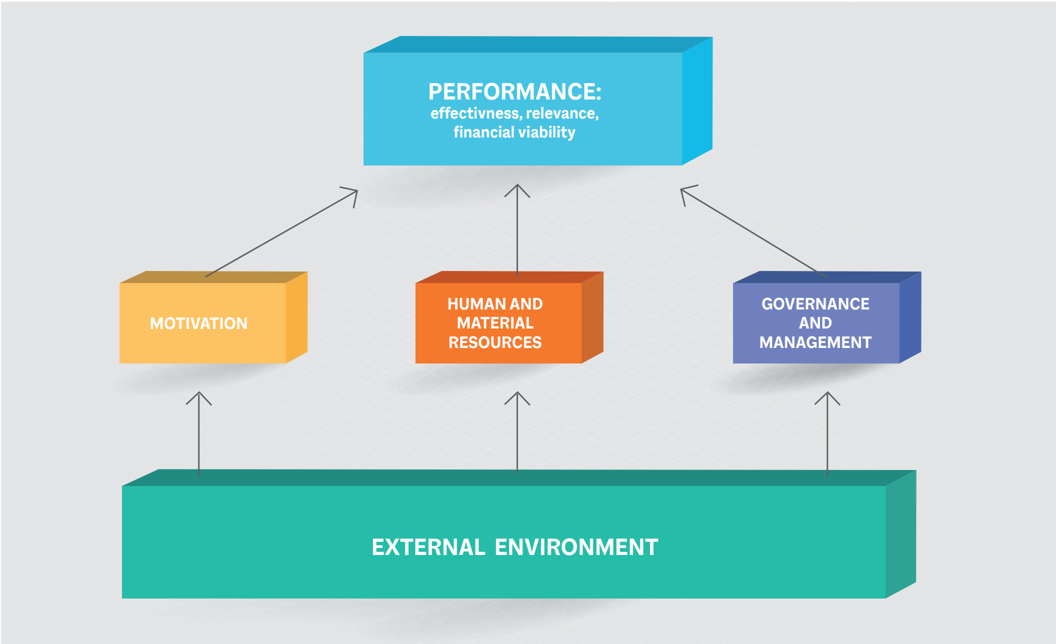
Financial viability: that is, to be able to find the funds (and generate revenue) for its operations in the short, medium and long term. For example, a farmer organization has lots of good ideas, but doesn’t even have enough money to hold its annual meeting.

In summary, a farmer organization is relevant when its mission, objectives and services to members correspond to real needs. It is effective when it is able to perform well. Finally, to be sustainable over the long term, it needs to be financially viable.

Factors influencing the performance of cooperatives

The portrait made of the performance of farmer organizations includes the identification of their main strengths and problems related to effectiveness, relevance and financial viability. The factors that give rise to these strengths and problems can originate in the organizations themselves, in which case they are essentially linked to motivation, governance and management, or human and material resources. Other factors, which are external to the organization, can instead be attributed to the external environment.

FIGURE 1: **FRAMEWORK OF ANALYSIS FOR THE FACTORS INFLUENCING FARMER ORGANIZATIONS' PERFORMANCE**



Sources: Adapted from UPADI-FAO 2015. Guide de Formation des formateurs "Elaboration d'une vision commune pour renforcer la performance, l'équité, la gouvernance et la gestion de l'Organisation Professionnelle." Projet Renforcement du rôle des réseaux des organisations professionnelles agricoles de la pêche dans la sécurité alimentaire au Maghreb (TCP/SNE/3403).

Motivation: put simply, this is what makes us act and invest in ourselves to ensure the organization can grow and increase its productivity. It includes the goals and values of the organization, attitudes to change and the system of incentives. Organizational motivation is determined by its history, mission and culture.

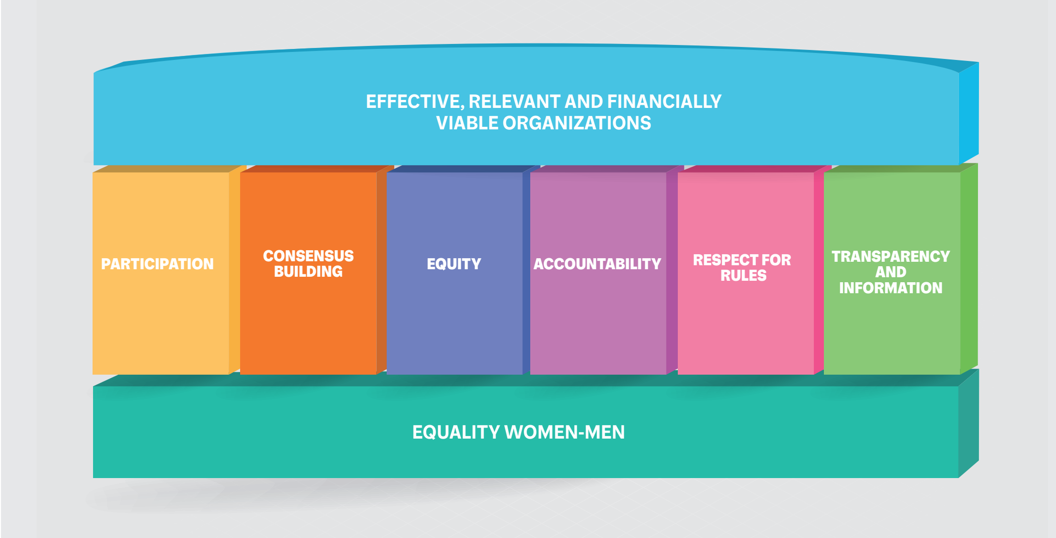
Motivation can refer to:

- Members identify with the values of the organization.
- The objectives of the organization are regularly defined/renewed to respond to changes in local and global situations/plans.
- Members actively participate in the life of the organization.
- Members fully commit to their organization because they identify with its concerns and interests.

Governance and management include the internal rules and procedures (including the formation of management structures and the way they function), the decision-making processes linked to access to services, distribution of benefits, communication flows and internal and external relations, as well as performance evaluation processes. The principles of good governance are participation, consensus building, equity, accountability, respect for rules, transparency and information, as well as equality between women and men (see the figure below – The house of good governance). These principles should be the basis for the management of the organization; they should guide its processes for decision-making, implementation of decisions, management of financial and material resources as well as the provision of services and distribution of benefits. If an organization faces bad governance, this can hinder access to services, information and benefits of its members. This might in the long run take a toll on the members' motivation and commitment toward the organization.

TRAINING SESSIONS AND MATERIAL

FIGURE 2: **THE HOUSE OF GOOD GOVERNANCE**



Sources: Adapted from UPADI-FAO 2015. Guide de Formation des formateurs "Elaboration d'une vision commune pour renforcer la performance, l'équité, la gouvernance et la gestion de l'Organisation Professionnelle." Projet Renforcement du rôle des réseaux des organisations professionnelles agricoles de la pêche dans la sécurité alimentaire au Maghreb (TCP/SNE/3403).

Human and material resources in the organization: every organization has at its disposal human, material and financial resources that enable it to carry out its activities in a successful manner so as to reach its stated goals and objectives. Financial resources and their management have been addressed in the component on performance relating to financial viability. With regards to human resources and their management, the following aspects may have an impact on the performance of the organization: planning and allocation of human resources, rewards of human capital, skills development.

Skills development includes the technical capacities (e.g. agricultural, marketing) and functional capacities (e.g. administrative and financial management, planning, advocacy, negotiation, leadership, equity and good governance) of farmer organizations' leaders and members.

Skills may relate to knowledge, know-how or particular competencies. Shortages of any of these skills can appear in the various bodies of the farmer organization (general assembly, board of directors, executive board, supervisory body, committee/marketing boards or other types of boards, management) and negatively affect its performance. With regards to material resources, this term mainly refers to the management of infrastructure and technology.

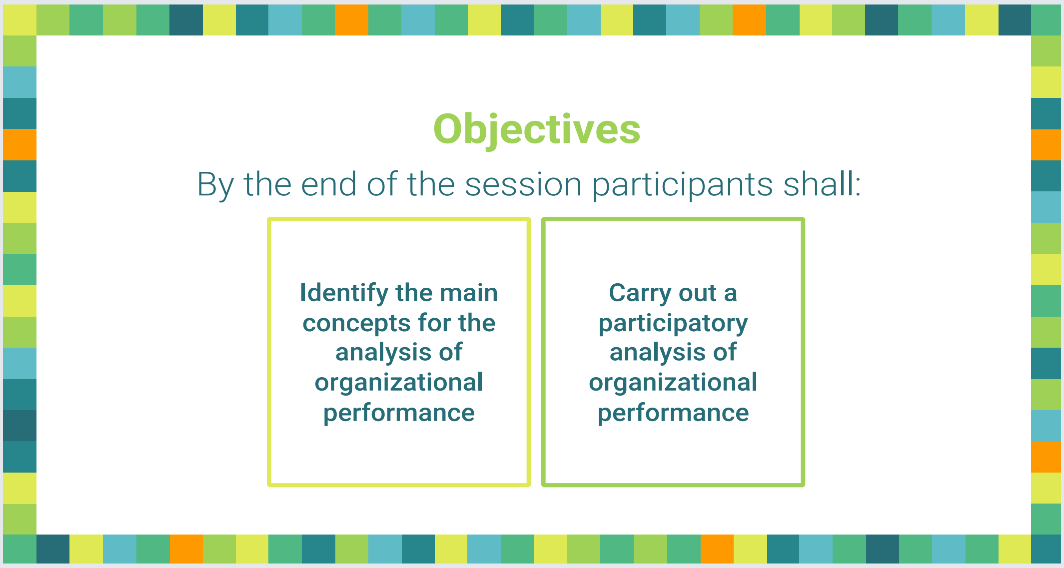
External environment: this can be defined as the sum of the conditions that are external to the organization and that determine its establishment and its development as well as its capacity to carry out its role in society. It includes the political and legal frameworks, consultation mechanisms between the cooperative and policymakers, economic incentives, and information and communication.

Sources: FAO CD Learning Module 4 Organization analysis and development (2013); UPADI-FAO "Élaboration d'une vision commune pour renforcer la performance, l'équité, la gouvernance et la gestion de l'Organisation Professionnelle." Guide de Formation de Formateurs (2015).

POWERPOINT PRESENTATION

Analysis of organizational performance methodological framework - Part 1 and Part 2

Slide 1



Slide 2

Slide 3

Relevance

The extent to which the organization **responds to the needs of its members** and **contributes to the improvement of their living conditions**

Slide 4

Effectiveness

The extent to which an organization is able to **fulfill its goals**

Slide 5

Financial viability

Capacity to:

- → **Generate resources**
- → **Manage resources**
- → **Cover its costs and reinvest** in the short, medium and long term

Slide 6

Factors influencing organizational performance

Slide 7

Factors influencing an organization's performance

Slide 8

Motivation

What makes us act and invest ourselves to ensure the organization can grow and increase its productivity? It includes:

→ **Goals and values**
→ **Attitudes to change**
→ **Incentives**

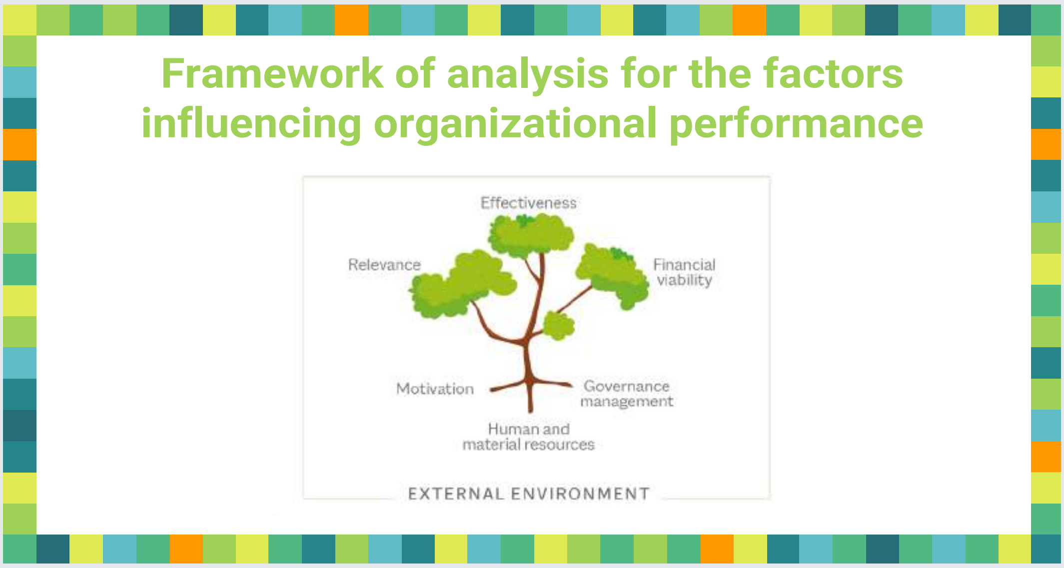
Slide 9

Slide 10

Slide 11

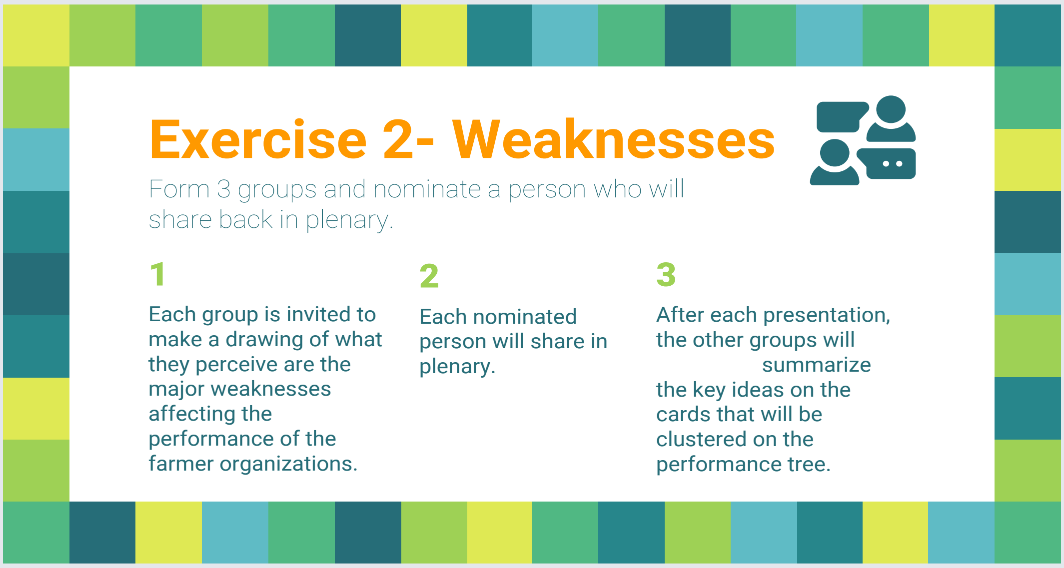
Slide 12

Slide 13



Slide 14

Slide 15



Source: UPADI-FAO "Élaboration d'une vision commune pour renforcer la performance, l'équité, la gouvernance et la gestion de l'Organisation Professionnelle." Guide de Formation de Formateurs (2015).

SESSION 10
The Performance assessment questionnaire

Session structure

Learning objectives:

By the end of the session, participants will:

- use the performance assessment questionnaire.

Key messages:

The performance assessment questionnaire is the primary tool that can be used to undertake a qualitative assessment of organizational performance. It can be used as a baseline, monitoring and evaluation tool or as a framework for strategic planning and visioning exercises for the farmer organization.

Suggested duration of the session:

1 hour

Materials needed:

Projector, screen, laptop, markers, flipcharts and tape

Resources:

- Technical background
- Handout: The performance assessment questionnaire

Comments and tips:

The session is built around the use of the performance assessment tool as a self-diagnostic tool for FOs. If the participants are members of the same organization, the discussion can be animated to create a portrait of the performance of their own organization and to have a focus group discussion on major strengths and weaknesses of the organization. If participants belong to different types of organizations, the session will focus on familiarizing them with the tool. Participants can be divided into pairs or groups (depending on the number) and asked to fill in a section of the questionnaire. They need to imagine that they are part of an ideal organization. The inputs can then be discussed in plenary. Each group or pairs can be assigned a dimension of performance (relevance, effectiveness, financial viability, motivation, governance and management, human and material resources, external environment). In total, seven groups/pairs can be formed.

Additional resources on the topic:

No additional resources

Trainers' notes

Trainer input and discussion **40 minutes**

The facilitator distributes copies of the performance assessment questionnaire, which should have been sent to the workshop participants for preparation. He/she asks for volunteers who wish to share their experience using the tool (10 minutes).

He /she then introduces the structure of the questionnaire and areas of assessment. He/ she explains that the performance assessment questionnaire includes questions on each indicator of the performance assessment framework. It encompasses 10 questions for each indicator (relevance, effectiveness, financial viability) and for each performance factor (motivation, governance and management, human and material resources, external environment).

The session is an opportunity to share perceptions on the organization to which they belong and on the issues that need to be addressed.

If participants have already filled in the questionnaire and inputs have been sent back to the trainer, the facilitator can present the synthesis of the results to participants during the training. He/she can ask participants if the results correspond to their individual perception and whether they reveal any important aspects that had been left out of the analysis of the organization's strengths and weaknesses at the previous session.

Trainer input **20 minutes**

If the questionnaire is not sent out before the training, the ToT session can be used to familiarize participants with the tool. Participants are divided into groups and asked to fill in a section of the questionnaire in pairs. Each group should be assigned to a dimension/ factor of performance (see previous session for the definitions). The plenary discussion can be used to debate on the results of the group discussion.

Technical background

The performance assessment questionnaire is a tool allowing the participatory analysis of the organizational performance of a farmer organization. It is inspired by the Profiling tool developed by UPADI-AgriCord and the Performance Assessment framework presented by FAO in Learning Module 4 Organization analysis and development. It was tested in the Maghreb region in 2014 and then adapted in the context of different FAO projects in Nepal, Egypt, Lebanon, Oman and Sudan between 2015 and 2018.

The questionnaire can be administered to board members (elected), hired staff (if applicable) and General Assembly members, as well as relevant stakeholders external to the farmer organization such as local NGOs, input suppliers and service providers. This tool permits users to assess perceptions regarding the performance of their organization. It is advisable to share the performance assessment questionnaire with participants a month before the training. Reading and responding to statements in the questionnaire in advance encourages participants to reflect on their organization, allowing them to better prepare for the training. In addition, the collected data can be discussed during the training and allow a further refinement of the results and their validation through the collective discussion.

The questionnaire is available as handout (see below). The training participants need to provide completed responses two to four weeks before the training. Each participant needs to fill out the questionnaire individually. Depending on participants' level, it might be helpful to organize a meeting before the training to support the completion of the questionnaire.

Sources: FAO CD Learning Module 4 Organization analysis and development (2013); UPADI-FAO "Élaboration d'une vision commune pour renforcer la performance, l'équité, la gouvernance et la gestion de l'Organisation Professionnelle." Guide de Formation de Formateurs (2015).

HANDOUT

Performance assessment questionnaire

Farmer Organization (FO)/Cooperative (COOP) Self-Assessment of Performance

Name of the FO/COOP:	**Year:**
Participant:[28]	

Scores	0	1	2	3	4
Meaning	Absent	Very weak	Weak	Good	Very good

No	Statement	Score				
1	**Relevance**					
1.1	The mission and vision of the FO/COOP are owned by all members.	0	1	2	3	4
1.2	The mission promotes shared values, including gender equality.	0	1	2	3	4
1.3	The members are adequately surveyed to obtain their perception of the FO/COOP.	0	1	2	3	4
1.4	The FO/COOP activities respond to members' needs.	0	1	2	3	4
1.5	The mission of the FO/COOP is clearly reflected in objectives and activities implemented by the organization.	0	1	2	3	4
1.6	The programmes are reviewed and regularly revised with the active participation of the members.	0	1	2	3	4
1.7	The needs and perceptions of women and youth are taken into consideration adequately.	0	1	2	3	4
1.8	The FO/COOP members are aware of the objectives as stated in the by-laws.	0	1	2	3	4
1.9	The FO/COOP provides services to members on a regular basis.	0	1	2	3	4
1.10	Monitoring and evaluation are valued at all levels of the organization as a way to improve performance.	0	1	2	3	4
2	**Effectiveness**					
2.1	The FO/COOP is effective in the fulfillment of its mission.	0	1	2	3	4
2.2	The FO/COOP use effectively its human, financial and physical resources.	0	1	2	3	4
2.3	The annual action plan includes performance indicators.	0	1	2	3	4
2.4	Members can rely on the services provided by the FO/COOP compared to other service providers.	0	1	2	3	4
2.5	The FO/COOP negotiates and advocates effectively with other stakeholders on behalf of its members.	0	1	2	3	4
2.6	The FO/COOP provides effective information and training for its members according to their needs.	0	1	2	3	4
2.7	The FO/COOP provides effective supply of inputs to its members according to their needs.	0	1	2	3	4
2.8	The FO/COOP provides effective extension services for its members according to their needs.	0	1	2	3	4
2.9	The FO/COOP provides effective marketing services to its members according to their needs.	0	1	2	3	4
2.10	The FO/COOP provides effective services related to environment protection (e.g. adequate storage to crops, reduce the use of chemicals...) to its members.	0	1	2	3	4

[18] A participant number can be put instead of the name if there is a need to keep the anonymity. This will allow an organization to claim the questionnaire for future use during the training following the compilation of results.

No	Statement	Score				
3	**Financial viability**					
3.1	All members pay their dues in time and willingly.	0	1	2	3	4
3.2	Our FO/COOP is financially independent.	0	1	2	3	4
3.3	The FO/COOP funding sources are diversified.	0	1	2	3	4
3.4	The assets of our FO/COOP outweigh liabilities.	0	1	2	3	4
3.5	Financial resources including grants and loans, when available, are effectively utilized.	0	1	2	3	4
3.6	Material resources are effectively utilized.	0	1	2	3	4
3.7	The board of directors oversees regularly the financial issues.	0	1	2	3	4
3.8	Financial planning is regularly undertaken.	0	1	2	3	4
3.9	There is an adequate bookkeeping system that can generate monitoring information.	0	1	2	3	4
3.10	The general assembly approves annually the financial statement.	0	1	2	3	4
4	**Motivation**					
4.1	There is a clear vision and mission that reflects member needs and aspirations.	0	1	2	3	4
4.2	The vision and mission foster solidarity among members in the organization.	0	1	2	3	4
4.3	Elected officials are motivated to engage in pursuing the common good.	0	1	2	3	4
4.4	The staff (women, men) is motivated to perform their best.	0	1	2	3	4
4.5	The FO/COOP supports innovation.	0	1	2	3	4
4.6	The FO/COOP encourages communication and experience sharing among staff, members and elected officials to carry out their own problem analysis.	0	1	2	3	4
4.7	The FO/COOP encourages learning from failures.	0	1	2	3	4
4.8	The FO/COOP supports gender equality.	0	1	2	3	4
4.9	Staff, elected officials and members feel that their contribution in the organization is sufficiently valued.	0	1	2	3	4
4.10	Men and women, members and elected officials are equitably compensated for their involvement/work.	0	1	2	3	4
5	**Human and material resources**					
5.1	Elected officials' roles and responsibilities are clearly defined.	0	1	2	3	4
5.2	Monthly meetings of the board are attended by the majority of its members.	0	1	2	3	4
5.3	Staff roles and responsibilities within the organization are clearly defined.	0	1	2	3	4
5.4	There is an updated training plan for elected officials.	0	1	2	3	4
5.5	There is an updated training plan for the staff.	0	1	2	3	4
5.6	The organization has appropriate job descriptions and competency reviews.	0	1	2	3	4
5.7	The staff is regularly assessed by the board in fulfilling their tasks.	0	1	2	3	4
5.8	The staff is sufficiently qualified in the execution of their tasks.	0	1	2	3	4
5.9	Written regulations exist to support the administrative and financial procedures of our FO/COOP.	0	1	2	3	4
5.10	The physical infrastructure (e.g. storage, computers, telephones…) is adequate to support performance.	0	1	2	3	4
6	**Governance**					

No	Statement	Score				
6.1	The bodies (board of directors, shareholders, etc.) of our FO/COOP are working according to a defined mandate.	0	1	2	3	4
6.2	Most members participate regularly in all the statuary activities.	0	1	2	3	4
6.3	The criteria for the election of our representatives (boards and commissions) are defined and known by all members.	0	1	2	3	4
6.4	Women and young people are adequately represented in elected bodies of our FO/COOP.	0	1	2	3	4
6.5	All decisions are made in a transparent manner.	0	1	2	3	4
6.6	Procedures for the decision-making by elected representatives of our FO/COOP are transparent.	0	1	2	3	4
6.7	All members participate in the decision-making process.	0	1	2	3	4
6.8	Enough information is available on the different courses of actions of the FO/COOP.	0	1	2	3	4
6.9	The decisions made by our elected officials are monitored as they are implemented.	0	1	2	3	4
6.10	Reports are provided to members, the board and funders on a regular basis.	0	1	2	3	4
7	**External environment**					
7.1	The FO/COOP develops relations (linkages) with other stakeholders.	0	1	2	3	4
7.2	The FO/COOP has adequate capacities in networking and building alliances, especially with other FOs/COOPs on local, regional and national levels.	0	1	2	3	4
7.3	The FO/COOP has the capacity to influence terms of transactions (price and quality).	0	1	2	3	4
7.4	The FO/COOP communicates information about its work to external stakeholders, including the general public.	0	1	2	3	4
7.5	Our FO/COOP is known and recognized by local, provincial and national authorities.	0	1	2	3	4
7.6	The FO/COOP has developed economic partnership with the government and other stakeholders.	0	1	2	3	4
7.7	The existing legal framework promotes the autonomy of the FO/COOP.	0	1	2	3	4
7.8	The FO/COOP regularly monitors changes in the country's political environment.	0	1	2	3	4
7.9	The general situation of the country is favourable to the proper functioning and development of the FO/COOP.	0	1	2	3	4
7.10	The legislation provides incentives to FO/COOP growth.	0	1	2	3	4

SESSION 11
Providing advisory services to farmers

Session structure

Learning objectives:

By the end of the session, participants will:

- recognize the new roles and functions of the actors in the national innovation system, including those of advisory services;
- identify their [organization's] comparative advantage in providing information and services to farmers, building further on the organizational assessment session; and
- reflect on the possibility that farmers and their organization engage in the provision of advisory services (to its members and outside of the membership).

Key messages:

Providing good advisory services requires a great deal of coordination and linkages within pluralistic, multi-stakeholder agriculture innovation systems. Less traditional actors such as farmer organizations can become important extension and advisory service providers because of all the knowledge and practices they can capitalize on and share.

Suggested duration of the session:

1 hour

Materials needed:

Projector, screen, laptop, notebooks and pens

Resources:

- PowerPoint presentation
- Technical background

Additional resources on the topic:

International Symposium on Agricultural Innovation for Family Farmers: *Unlocking the Potential of Agricultural Innovation to Achieve the Sustainable Development Goals*

GFRAS, New Extensionist

FAO. 2016, Towards inclusive and pluralistic service systems insights from innovative thinking.

European Forum for Agricultural and Rural Advisory Services

South Eastern Europe Advisory Service Network

SOFA. 2014: Innovation in Family farming (FAO)

Trainers' notes

Introducing the topic and new concepts — 15 minutes

With the help of the PowerPoint slides, the trainer introduces the objectives of the session and new concepts such as the definition of agricultural innovation, the new roles and functions of advisory services, and a broadened understanding of who an agricultural advisor can be. To that end, the trainer shall use interactive approaches and questions, such as:

- "What is an agricultural innovation?"
- "Who can be an agricultural advisor?"
- "What are the new roles and challenges for advisors?

It is important that participants develop an understanding that **agricultural innovations include both technological and social innovations** that have been tested in practice and their added-value proved. To that end, the process that leads to innovation shall include a variety of actors and be farmer-centred. Farmers, producer organizations and cooperatives are often well positioned to provide valuable advisory services, including both traditional advice and knowledge brokerage (linking people with a particular piece of knowledge and experience).

Group activity — 25 minutes

The trainer introduces the task, which is to discuss in pairs and come up with a list of identified comparative advantages and services that the organization/farmer can offer to others, answering the question "How can you build on your (organization's) comparative advantages and provide knowledge and services to others?"

Plenary feedback — 20 minutes

During feedback in plenary, ideally each pair will present the result of their discussion. The trainer or the participants can summarize the highlights of their conversations. The value of joining existing advisory services networks can be discussed.

Technical background

Innovations are recognized as a key instrument to achieve the Sustainable Development Goals of the Agenda 2030[19] and are considered as part of the solution for ensuring long-term global food security, rural poverty reduction and environmental sustainability. **Innovations are new or existing products, processes or forms of organization that are brought into use for the first time in a specific context and have added value from a user's perspective.**

The innovation process is the result of a complex interaction between various actors and institutions and happens increasingly in networks. The **national agricultural innovation system** (AIS), in which those actors operate, is an open, evolving and complex system that encompasses relationships within and between organizations, institutions and socio-economic structures that determine the rate and direction of innovation. These

[19] The **Sustainable Development Goals (SDGs)** are a collection of 17 global goals set by the United Nations General Assembly in 2015 for the year 2030. The SDGs are part of Resolution 70/1 of the United Nations General Assembly, the 2030 Agenda. The Sustainable Development Goals are: 1) No Poverty, 2) Zero Hunger, 3) Good Health and Well-being, 4) Quality Education, 5) Gender Equality, 6) Clean Water and Sanitation, 7) Affordable and Clean Energy, 8) Decent Work and Economic Growth, 9) Industry, Innovation, and Infrastructure, 10) Reducing Inequality, 11) Sustainable Cities and Communities, 12) Responsible Consumption and Production, 13) Climate Action, 14) Life Below Water, 15) Life On Land, 16) Peace, Justice, and Strong Institutions, 17) Partnerships for the Goals. The goals are broad based and interdependent. The 17 Sustainable Development Goals each have a list of targets that are measured with indicators.

multifaceted interactions are triggered by a complex globalized setting, such as market dynamics, challenges of addressing climate change, and making food and agriculture systems more sustainable, resilient and inclusive. This imposes a behavioral change for the actors of AIS, who increasingly undertake new, more and unusual roles and functions.

The **extension and advisory services** (EAS) consist of all the different activities that provide the information and services needed and demanded by farmers and other actors in rural settings to assist them in developing their own technical, organizational, and management skills and practices so as to improve their livelihoods and well-being. They recognize the diversity of actors in extension and advisory services, appreciate much broadened support to rural communities (beyond information and knowledge) and embrace new functions such as facilitation, intermediation and brokering by extension and advisory services.

EAS have been undergoing deep transformation due to the changing contexts in which they operate. The role of the State, which was traditionally the unique provider of extension services, is evolving, leaving room for a wide range of other service providers from the private sector and which are linked to markets. While agribusiness companies and globalized supply chains are transforming agriculture in many parts of the world, the sector faces several new challenges such as climate change, depletion of its natural resources base, unstable market dynamics and globalized trade. There is a need to feed the world's growing population and to unleash youth and women's productivity potential, increasingly against a background of rapid digitalization of the economy. Rural producers' needs and interests have therefore changed, which entails that EAS are therefore confronted with the need to tackle a continuously increasing diversity of objectives that aim at facilitating the innovation process in food and agriculture. Those objectives include, but go well beyond, transferring new technologies.

Thus, advisory services are increasingly provided by cooperatives and producer organizations, or by farmers, who have specialized knowledge of particular practices, technologies, cost-efficiencies and sources of funding, and markets; they can act as a bridge between knowledge providers and knowledge users and can adapt knowledge in new contexts to resolve concrete farmers' challenges and respond to their needs. Service provision also has a business potential – if a FO has the knowledge and capacity to provide advisory services, this would have potential for economic benefits for the individuals or organizations involved in it.

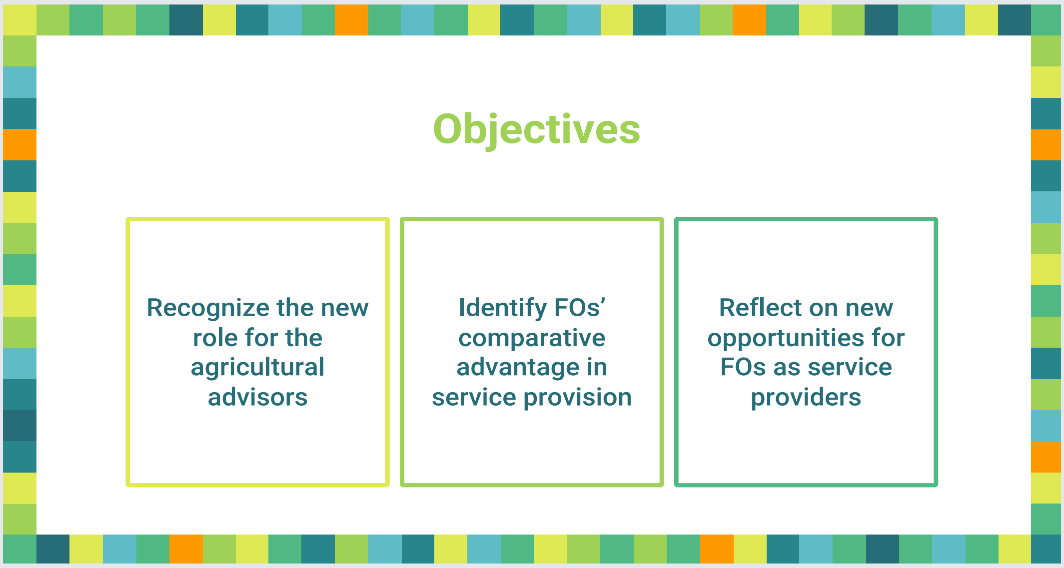
Hence, policymakers around the world progressively realize the need for transforming AIS and agricultural EAS toward a well-coordinated, demand-driven, effective and efficient multi-actor system to improve responsiveness to multiple demands. For instance, the Common Agricultural Policy of European Union recognizes the critical role that agricultural advisors (including farmer organizations and other actors) play and provides incentives to facilitate innovations. Advisory networks, such as European Forum for Rural Advisory Services (EUFRAS), South Eastern Europe Advisory Service Network (SEASN) at the regional level, and others at the national level, can further enhance the collaboration and linkages between farmers and other knowledge players and facilitate the innovation process. All this offers unprecedented opportunities to farmer organizations in particular to extend their services to new topics and knowledge sharing and build further trust with and outside their membership.

Sources: International Symposium on agricultural innovation for family farmers unlocking the potential of agricultural innovation to achieve the Sustainable Development Goals; GFRAS New Extensionist ; FAO Towards inclusive and pluralistic service systems insights from innovative thinking (2016); SOFA Innovation in family farming. FAO. (2014)

POWERPOINT PRESENTATION

Providing advisory services to farmers and land managers

Slide 1



Slide 2

Slide 3

Agricultural innovation...

...is about adding value from a user's perspective;
...new knowledge, technology, infrastructure, ideas...

- Interactive process
- Multiple actors
- Networking
- Focus on the impact in terms of development
- Participatory approach
- Pluralistic origin
- Demand-driven

Slide 4

Trends in Agricultural Extension

Globalization,
market liberalization, privatization, pluralism, decentralization, client participation in decision-making

New learning requirements:
trade-related education; value-added agro-processing; agro-market competitiveness; sustainable practices and eco-services; partnerships and communication, conflict management, etc.

Digital revolution:
new skills, data security/sharing

Service delivery:
from single-source delivery toward brokerage

Slide 5

Challenges in Agricultural Extension

- Role of farmers' organizations
- Effective use of mass media
- Search for effective participatory methods and approaches
- Payment for extension services
- Welcoming diversity
- Training extension personnel
- Equity and targeting

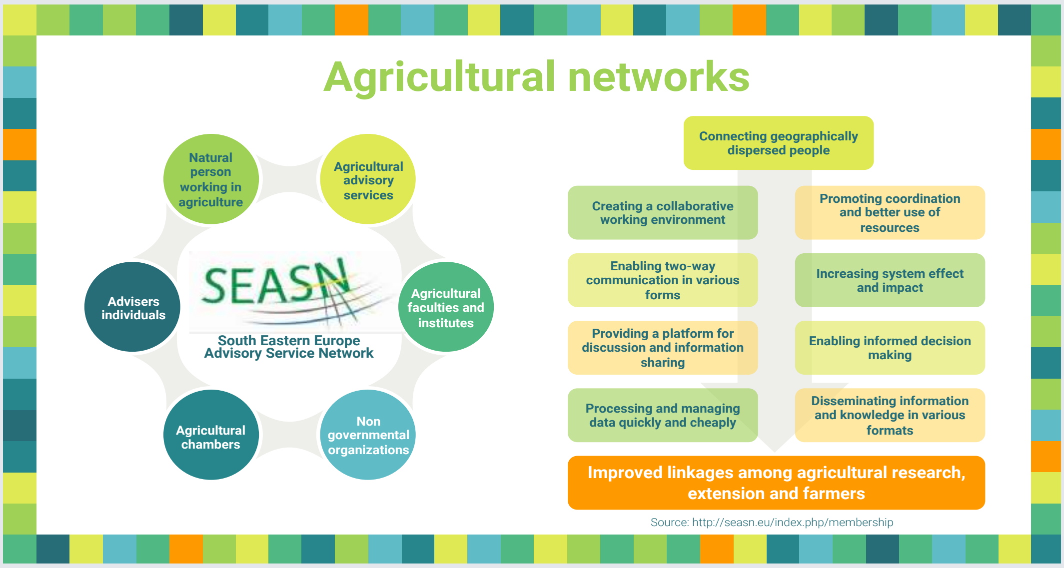
Slide 6

Agricultural advisor?

Who can be an advisor?

- Anyone who provides particular knowledge of value about:
  - → agricultural practices and technologies
  - → cost-efficiency and sources of funding
  - → markets
  - → other actors with knowledge
- Anyone adapting knowledge in new contexts to resolve concrete farmer's problems
- Anyone with interpersonal skills
- Trust-builder

Slide 7



Slide 8

Exercise

How can you build on your (organization's) comparative advantages and provide knowledge and services to others?

1
Form groups of 2 people

2
Identify and discuss within your pair your comparative advantages, specific knowledge and possible services provision (20 minutes)

3
Presentation of results (20 minutes)

SESSION 12
Developing strategies and an action plan

Session structure

Learning objectives:

By the end of the session, participants will:

- engage in the identification of strategies and actions that will support the creation of an action plan for the organization for the next 12 months.

Key messages:

The process of strategic planning for a farmer organization starts with the elaboration of a common vision and with the participatory analysis of organizational performance. Once these two aspects are in place, strategies and a solid action plan can be developed. These are essential instruments to maintain the strategic orientation of the organization and its relevance to members' needs and to the market.

Suggested duration of the session:

2 hours, 30 minutes

Materials needed:

Projector, screen, laptop, markers, flipcharts, tape and cards

Resources:

- Matrix of the action plan (like the ones used during session 9), printed copies for all participants as well as corresponding slides
- The big matrix of the action plan used during sessions 9 attached to the wall with the "actual situation" column already filled out
- Coloured cards
- Guiding questions for the activity written on a sheet of flipchart paper and attached to the wall: "Where do we want to be in five years' time?", "What strategies shall we put in place?" and "What are the actions we can envision in one year?"
- Technical background
- Slide with instructions on the group exercise

Comments and tips:

The time allocated for this session is short, however, it should be sufficient for an organization to develop strategies and an action plan as an exercise. This allows participants to familiarize themselves with this part of the strategic planning process of an organization. Trained leaders can take all the necessary time later (even a retreat of two to three days) to discuss and develop thought-out strategies and a consequent action plan.

Considering it is an exercise for practice and depending on the number of participants and whether they represent one organization or more, more time may be required to allow all the groups to discuss and reach consensus on the activities to be proposed. Then, the focus of the exercise can be reduced to two or three dimensions of the performance framework to allow sufficient time for exchanges.

Additional resources on the topic:

No additional resources

Trainers' notes

Trainer input — 10 minutes

The trainer explains that before going directly to the preparation of an action plan, we will first try to define the desired future for the organization, as it relates to the elements prioritized in the previous sessions. For this, participants will consider the problematic aspects of the current situation while building on the strengths of the organization and the positive factors of influence, all in order to imagine and help create a better future. The desired situation should also take into account the vision defined on the first day of the workshop.

Group activity (Part 1) — 20 minutes

Participants will be divided into four groups that will each focus on some of these aspects (performance components or influencing factors) that are judged to be the most problematic. Participants could also be allowed to choose to join a group that is working on the aspect that they care about the most.

Groups' reflection can be organized as suggested below:

- Group 1 will reflect on relevance and governance/management
- Group 2 on financial viability, human and material resources
- Group 3 on effectiveness and motivation
- Group 4 on the external environment

This group activity is divided into three parts.

Part 1: Each group will be given performance dimensions and criteria with the inputs discussed during the previous days. Each group will focus on the column of the matrix called "Where do we want to be in 5 years' time?"

The results of the discussion should be written down on cards. Each group will summarize their idea of the future on cards that will be attached to the corresponding part of the matrix.

Group activity (Part 2) — 20 minutes

The groups will continue the exercise and think of possible strategies to put in place in the next five years to realize this vision. They should link the strategies to the performance criteria and to the causes that affect performance.

The trainer will explain the difference between "Strategies" and "Actions" (see Technical background).

Plenary feedback — 30 minutes

The groups will present the results of their discussion on parts 1 and 2 of the group activity.

Group activity (Part 3) — 40 minutes

The trainer now invites each group to reflect collectively on how they might translate the proposed strategies into a plan of action and identify key activities for each strategy that can be put in place in the next 12 months, along with the responsible person and timeline. If the group wants the plan to be done according to the principles of "results-based management," a column for the "desired results a year from now" could also be added. Generally, before planning what activities need to be carried out in the next year, it is important to figure out what results can be realistically attained within that time frame.

Plenary feedback **30 minutes**

Each group will present the results of their discussion captured on cards. Cards need to be put on the big matrix. The facilitator can conclude the session by asking participants to identify two risk factors that can compromise the realization of this plan of action and to find mitigation measures that could be put in place to avoid risks.

Technical background

Strategies are the strategic objectives that the organization wishes to achieve or the priority areas of work that contribute to maintain the strategic orientation of the organization. They are linked with the vision and are defined by broad goals. They contribute to achieve the vision and mission of the organization.

Actions are the different activities that can be put in place to implement the strategic objectives or the priority areas of work.

An **action plan** is a road map, a document that summarizes the concrete activities implemented to achieve the strategies. It normally includes the strategies, activities planned for one year, the responsible person/organization, and the timeline. It can also include the expected results and budget estimates. The matrix reproduced below is the tool allowing the development of a plan of action. Depending on how this tool is used, it should also include a column highlighting budget estimates for each activity.

MATRIX OF THE ACTION PLAN (1)

Component of performance	Actual situation		Desired situation for the cooperation in 5 years' time	Strategies	Actions	Responsa-bility	Timeline
	Strenghts	Problems					
Relevance							
Effective-ness							
Financial viability							

MATRIX OF THE ACTION PLAN (2)

Component of performance	Actual situation		Desired situation for the cooperation in 5 years' time	Strategies	Actions	Responsa-bility	Timeline
	Strenghts	Problems					
Motivation							
Material and human resources							
Government and management							
External environment							

TRAINING SESSIONS AND MATERIAL

Example:
For instance, an organization that elaborated the following vision "An inclusive cooperative, open to women, included in a strong value chain network."

The principal strategy that was identified was "the establishment of production committees by commodity with women participation."

In the plan of action, the following activities were identified:
- Awareness-raising campaigns for women producers on rights and responsibilities for being part of the production committees and on group formalization.
- Modification of the internal regulation by the General Assembly and establishing regular participation of women in the Board of Directors and in the production committees.

A reflection on the process

The process of strategic planning for a farmer organization starts with the elaboration of a common vision and with the participatory analysis of organizational performance. Putting these two elements together will allow the FO to elaborate on strategies and actions that can form the basis of an action plan that can be reviewed every year. This process should be conceived as a conversational process, with time spent in explicit dialogues with relevant actors of the farmer organization where perspectives and expectations are clearly shared. This often takes place in small groups.

But who should be part of this process?
Elected leaders, board members, staff (if applicable) and selected members of the farmer organizations should be part of the process and invited to workshops of two or three days where this collective reflection can be carried out. The content of sessions 8, 9 and 12 can be useful in shaping the design of such workshops.

How can this strategic reflection be organized if a farmer organization is composed of hundreds of people?
If the intent is to create ownership of the vision and strategies for the action plan, it is crucial to allocate sufficient time to plan a consultation process with different parts of the organization. This approach will require various consultations and formation of reflection groups at the local and national level (if the farmer organization is a federation or a union) or the creation of reference groups in the process. This will also require constant communication between members of the "strategic committee" and reference groups as well as a communication strategy to raise awareness of the process and to communicate agreements with regards to the vision, strategies and action plan that are born out of the consultation processes. This will strengthen the ownership process.

The planning exercise that participants will experience during this session is designed to give them an overview of the nature of the strategic planning process, so that later they can go back to their organization and engage in a proper planning process with all due consultation.

Source: UPADI-FAO "Élaboration d'une vision commune pour renforcer la performance, l'équité, la gouvernance et la gestion de l'Organisation Professionnelle." Guide de Formation de Formateurs (2015).

EXAMPLE OF AN ACTION PLAN

Performance criteria	Actual situation		Strategies	Activities	Responsibilities/ Partnerships	Time frame
	Strengths	Weaknesses				
Relevance			Elaboration of a communication strategy on the objectives of the Federation prior to their announcement	• Prepare an annual plan • Recruit a communication specialist	XXX Farmer Association and support by specialists	2018–2019
Effectiveness		• Post-harvest operations are weak • Existence of expatriate labour • Weak technology	Invest in infrastructure development for pre- and post-harvest services and investment in assets	• Introduce an investment opportunity to establish pre- and post-harvest service centres • Mobilize the private sector • Carry out feasibility study	• Producers' organizations • Ministry of Agriculture and Fisheries • Logistics group	A five years' time frame
Financial viability		Lack of awareness on financial resources	• The existence of marketing outlets • Encouraging farmers to join associations	• Awareness- raising activities on the importance of collective actions to stimulate farmers to join associations • Providing financing and borrowing opportunities for associations	Mobilization of relevant stakeholders	
Motivation		Lack of incentives		• Proposing supportive investment legislation • Contractual farming system • Training programs between universities and schools to engage young people	• Ministry of Agriculture and Fisheries • Ministry of Legal Affairs • Producers' organizations • Legislative councils	A five years' time frame
Human financial services and resources		Lack of leadership	• Specialized management with high efficiency • Youth participation	• Finding different funding sources • Leadership trainings	• Ministry of Agriculture and Fisheries • Ministry of Legal Affairs • Producers' organizations • Regional municipalities • FAO • Ministry of Endowments • Ministry of Housing • Development Bank	Within the first three years 2019
Governing/ management		• Rules and regulations • Duplication of administrative powers	• 20% female representation • There is a regulation for each organization	Simplify the procedures and oblige the competent authorities to use the latest technologies so that they do not exceed 30 days to clear the transaction	Competent government agencies	Within 5 years

POWERPOINT PRESENTATION
Developing strategies and an action plan

Slide 1

Objectives

By the end of the session participants shall:

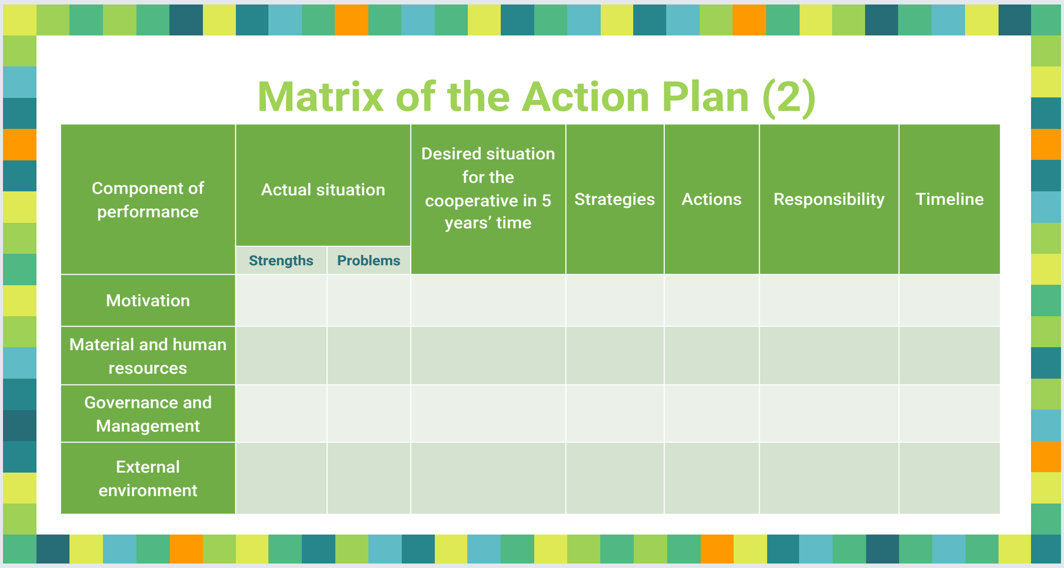
Engage in the identification of strategies and actions that will support the creation of a plan of action for the organization

Slide 2

Matrix of the Action Plan (1)

Component of performance	Actual situation		Desired situation for the cooperative in 5 years' time	Strategies	Actions	Responsibility	Timeline
	Strengths	Problems					
Relevance							
Effectiveness							
Financial viability							

Slide 3



Matrix of the Action Plan (2)

Component of performance	Actual situation		Desired situation for the cooperative in 5 years' time	Strategies	Actions	Responsibility	Timeline
	Strengths	Problems					
Motivation							
Material and human resources							
Governance and Management							
External environment							

Slide 4

Source: FAO-UPADI Guide on "Élaboration d'une vision commune pour renforcer la performance l'équité et la gouvernance de l'OP."

SESSION 13
Communication for collaborative action

Session structure

Learning objectives:

By the end of the session, participants will:

- become acquainted with the participatory communication approach, the process and the rapid communication appraisal;
- be able to plan strategic communication activities to respond to the needs and priorities of relevant stakeholders;
- prepare a draft script (content) along with a message map, and identify appropriate channels and media according to the main audience.

Key messages:

Session 13 focuses on using communication processes, methods, media and channels to enhance farmers' organizations. It allows learners to become familiar with relevant approaches, elements and activities that can help them understand the importance of planning communication strategically as an organizational asset.

"Communication for Collaborative Action" refers to a general framework that embeds communication. In fact, communication activities facilitate a collaborative environment toward a collective action to enhance organizations. "Participatory Communication" is the specific approach that is presented in the session, building on methodologies and tools borrowed from "Communication for Development"[20] (ComDev).

Effective communication for Farmer Organizations is crucial internally and externally. Internally, it is essential to keep members informed and actively engaged, to maintain a shared vision and coordinated action, to improve the organization's capacity, and to enhance its productive, social and economic sustainability.

As an external function, it is necessary to communicate with institutions and local governments, to reach out to different groups and distinct sectors, and to promote the organization in the territory, building a favourable environment and enhancing political and technical support.

Suggested duration of the session:

3 hours

Materials needed:

Projector, screen, laptop, markers, flipcharts and tape

[20] Communication for Development is an applied discipline that suits the needs of farmers' organizations and their members and families.

Resources:

- PowerPoint presentations: Communication for collaborative action, Parts 1, 2, 3
- Technical background
- Handout: Communication matrices for working groups

Comments and tips:

Communication for collaborative action refers to communication processes farmers' organizations need to put in place and manage to make informed decisions and actions concerning their lives, internal processes and development opportunities, and to raise awareness about the challenges they face.

The time allocated for this topic is three hours but, depending on the number of participants and/or organizations being represented, more time may be required to allow all the groups to discuss and engage in the different learning activities. The facilitator may also decide to go through all the exercises or just focus on a few of them.

Additional resources on the topic:

FAO. 2014. *Communication for Rural Development Sourcebook*. Rome. http://www.fao.org/3/a-i3492e.pdf

FAO. E-learning facility. http://www.fao.org/3/a-i3492e.pdf and https://elearning.fao.org/

Trainers' notes – Part 1

Introduction **5 minutes**

Communication is at the heart of the successful development of any farmer organization and farming activity. The trainer introduces the topic emphasizing that communication requires systematic planning based on proven methodologies. The session starts by recognizing the role of the **participatory communication approach** to: facilitate access to information; encourage knowledge sharing (bridging the gap between local and scientific knowledge); inform decision-making; raise awareness by improving understanding, visibility and credibility of an issue; and improve local communication capacities, among other functions.

Matters of a wide thematic spectrum, for example, emerging issues such as climate change, may need specific communication efforts to raise levels of public awareness and understanding of the causes, effects and possible solutions.

The participatory communication approach is carried out following four main phases, as described below. A detailed explanation of each phase can be found on in the Technical background.

- Phase 1: Participatory communication appraisal.
- Phase 2: Design of the communication strategy and plan.
- Phase 3: Implementation of the plan.
- Phase 4: Result assessment and sustainability.

Trainer input **10 minutes**

The facilitator will introduce the presentation "Communication – Part 1" describing:

- The internal and external communication.
- The communication approach.
- The communication process.
- The participatory communication appraisal.

The presentation needs to stimulate reflection and learning on how communication could be used as an asset for different purposes and audiences. It is essential to highlight the importance to adopt a systematic communication process, based on a participatory appraisal of the organization's communication needs.

Plenary **15 minutes**

To stimulate discussion on the approach and the communication process, emphasizing the first phase – participatory communication appraisal.

Trainer input **15 minutes**

The trainer should recall that participatory communication is a key element to be understood, properly planned and managed. To comprehend that communication is much more than the simple use of available media and that it is relevant for organizations that need to obtain results in a cost-effective way.

The first phase of the process, the **participatory communication appraisal,** is a communication assessment collaboratively performed by members of the farmer organization and related partners, stakeholders and institutions. It requires the analysis of data collected on certain topics and a participatory process agreed to by members and partners on how to address communication-related issues. It relies on the importance of listening to stakeholders to understand different perceptions and address their real information and communication needs while also considering their characteristics and communication profiles.

Group work **20 minutes**

The facilitator will form groups, each one with a different topic to be developed, and distribute one flipchart paper per group. The groups will respect the following criteria: organization, common territory-area and similar professional tasks. The groups should be as homogenous as possible and they will remain the same throughout the session, allowing participants to complete the main exercise that will be developed during the session's three parts. Once grouped, participants will be asked to discuss, take notes on a flipchart and report back later. The composition of this group and the topic selected are very important. In fact, due to lack of time, it is recommended that the composition of the groups and the topic remain the same in subsequent parts of the communication session.

Groups should perform a brainstorming exercise and define the relevance of the proposed approach for the selected topic, identifying the main issues and primary **audience** to be considered. They should also identify **communication needs and opportunities**, as well as **appropriate media and channels** available vis-à-vis how the information will be managed.

The facilitator should use the tools described at the end of the Technical background – Part 1: **Focus group – Participatory communication appraisal** to facilitate the group work. The communication appraisal focus group will have a series of guiding questions, a matrix to help organize the data, and a visual aid to support the analysis of identifying the audience, side groups and stakeholders. Each group has to assess issues, stakeholders, audience, communication needs/gaps, main content and potential media relevant to the topic assigned.

The facilitator will clarify terminology and concepts. To this end, he or she will use the following list of guiding questions for the group discussion:

GUIDING QUESTIONS 1:

- What is the main issue, problem or situation to be tackled?
- Who are the main actors (stakeholders) and the primary audience? What are the main audience's characteristics?
- What are the main communication gaps/needs in relation to the issue identified?
- What type of information (content) is required? What information has to be addressed by the organization?
- What media and channels are available?

Below is a reference matrix to help organize the three elements. Two examples are provided to help groups visualize how to use the table.

TABLE 1: **COMMUNICATION APPRAISAL REPORT**

Issue/topic	Stakeholders/ audience	Communication needs/gaps	Core content	Media channels available
Lack of knowledge and access to information about *reforestation*	• Stakeholders: different institutions and actors related to the topic • Audience: Young farmers currently in high school or university level; (young, single; male and female)	Not available content, info sources and communication materials (e.g. radio programmes) that reach youth addressing the subject	• Easy to read and adopt information about the concept of reforestation. • Causes and effects of deforestation. • Benefits of reforestation for the community.	School curricula, websites and social media targeting youth
Irrigation efficiency	Members of the farmer organization	Lack of training and advisory processes and communication materials that support a better use of water for irrigation	• Irrigation water loses. • Efficient irrigation systems. • Drip irrigation and reduced water losses through community action.	Farmer organization assembly; community meetings; community radio and extension services.

Plenary discussion **15 minutes**

In plenary, each group has to provide feedback about the exercise and the main conclusions (not a full presentation) related to the topics.

Technical background - Part 1

Characteristics of the participatory communication approach

Participatory communication is key for the success of any development initiative to ensure that stakeholders are accurately informed and that their views, knowledge and expectations are taken into account and properly valued. The approach combines participatory methods with the power of media and ICTs r to respond to such needs. It facilitates active stakeholder engagement in defining problems, identifying solutions and negotiating developmental options. Rather than solely focusing on media and technologies, it encourages stakeholders' empowerment through dialogue, knowledge exchange and mutual learning.

What makes participatory communication different from other approaches (e.g. corporate communication, marketing, public relations) is its inclusiveness and participatory nature. It allows institutions and organizations to define communication activities and products based on the interest and characteristics of the intended stakeholders and audience. The approach not only conveys messages to specific stakeholder groups but starts by listening, thus involving people in a two-way communication process.

By supporting multi-stakeholder consultation, dialogue and participation, this communication approach serves to:

- ensure equitable **access to information**;
- **amplify rural people's voices**, their knowledge and standpoints, and the content they produce locally; enable stakeholder **participation** in decision-making and promote **coordinated and collaborative/collective action**;
- facilitate the **co-creation and sharing of knowledge**;
- prevent misunderstandings, to help facilitate negotiation and **conflict resolution**;
- enhance **communication capacities of local actors** and the definition of people-centred communication activities and services; and
- **take advantage of media and ICTs** for development purposes.

Participatory communication lies at the centre of the collective action. In fact, it is the basis for any dialogue, understanding and informed decision-making for community mobilization.

Comparing approaches

A comparative analysis to recognize which approach is required for the farmer organization is described below.

Participatory communication. Organizations and members are able to make informed choices between adoption and rejection of a new idea, practice or technology with information and facts at hand. It also strengthens knowledge sharing and communication mechanisms to improve local capacities, and bridge the gap between local and scientific knowledge. It is ideal to enhance collective action.

The awareness-raising function serves to promote the visibility and credibility of an issue and increase general understanding. Awareness-raising can lead to positive changes in organizations and people's perceptions, attitudes, belief and actions. For example, emerging issues such as climate change need specific communication efforts to raise levels of public awareness and understanding of the causes, effects and possible solutions.

Organizational communication. Ensures timely and effective sharing of relevant information. Facilitates the flow of information within an institution or organization. It helps to maintain a common vision and mission within the organization, as well as plan activities through consultations and shared activities.

Advocacy and corporate communication. To promote policy change and to mobilize key stakeholders such as policymakers, social leaders and business leaders at national or local levels, who should take action in support of their organizations' claims. It should influence change at the public or policy level and promote enhanced synergies among different constituencies.

Table 2 illustrates the purpose, functions and competencies required for different approaches or a combination of approaches.

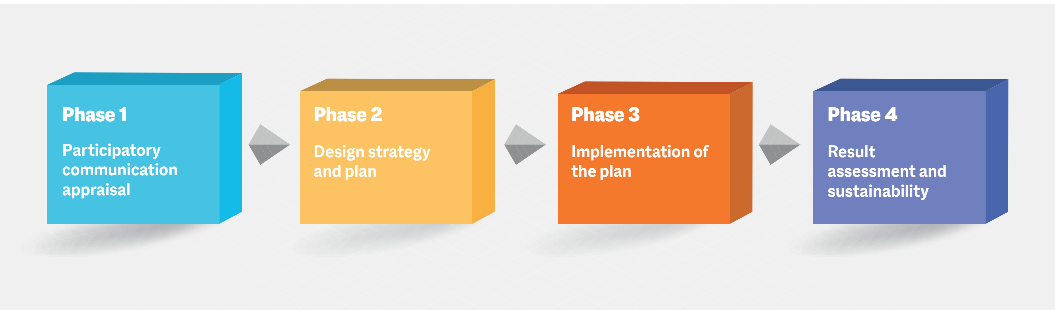
TABLE 2: **COMPARATIVE COMMUNICATION APPROACH (FAO, 2014)**

Feature	Corporate communication	Internal communication	Communication advocacy	Participatory communication (ComDev)
Purpose/ definition	Communicates the mission and activities of the organization, mostly for external audiences.	Facilitates the flow of information within an institution, organization or project (sometimes this area can be included in corporate communication).	Influences change at the public or policy level and promotes issues related to development.	Seeks sustainable social change by engaging and empowering relevant stakeholders.
Main function	Uses media outputs and products to promote the mission and values of the institution; informs selected audiences about relevant activities.	Ensures timely and effective sharing of relevant information within the staff and institution unit; enhances synergies and avoids duplication.	Raises awareness on hot development issues; uses communication methods and media to influence specific audiences and support the intended change; promotes participation in new policies and change.	Supports equitable access to information, knowledge and communication resources; facilitates participation, dialogue and collective action.
Required core competencies	Public relations, institutional communication, excellent writing skills, press releases, broad media network contacts.	Institutional communication, excellent writing skills, web and internet skills.	Public relations, marketing, experience in media campaigns and advocacy campaigns.	Communication research, participatory approaches, adult education, community media, consultations and facilitation skills.

Phases of the participatory communication process

The participatory communication process is divided into four phases: diagnostic, strategic planning, implementation, and monitoring and evaluation. The process has imbedded methodologies and tools that ensure inclusion, participation and collaborative action and is presented below.

FIGURE 1: **THE PARTICIPATORY COMMUNICATION PROCESS**



TRAINING SESSIONS AND MATERIAL

Phase 1: Participatory communication appraisal. To assess communication needs, strengths, weaknesses, opportunities and threats of the organization, as well as the communication environment (partners' capabilities, community channels and media, mass media cost-effective relationship, social media and network efficiency, etc.).

Phase 2: Design of the strategy and plan. Planning communication strategically requires the organization to define precise objectives, audiences and key activities, saving time and resources. This implies the preparation of a detailed plan of action to be agreed upon by the organization members, especially the intended information users, to achieve the expected results.

Phase 3: Implementation of the plan. The implementation of the plan will require the availability of funds, time and input from several sources. Specialized services providers or partners could provide some activities and products to enhance the organization's communication capacity.

Phase 4: Result assessment and sustainability. Monitoring key activities, results and products is essential to apply timely adjustments. Furthermore, simple evaluation activities will allow organizations to assess the process and ensure that it is sustainable.

Participatory communication appraisal

This phase involves considering the context in which actions are to be planned and implemented, including key issues at stake, stakeholders' characteristics (partners and selected audience), views and resources that would have a bearing on the design and implementation of communication activities.

This also implies a "situation analysis" including the analysis of information and secondary data about the organization's goals, main subjects and priorities of stakeholders involved, the institutional environment, and potential partners and resources.

The Participatory Communication Appraisal (FAO, 2014) uses participatory techniques to generate information and guide a self-reflection about the organization communication processes and priorities, embracing related stakeholders and farmer members. It gives people a chance to participate in developing a strategy and plan that meet their needs, reflect their perspectives, and build ownership and commitment to the proposition.

The main distinctive features of the participatory assessment methodology can be summarized as follows:

- Listening process.
- Communication between equals.
- Inclusion of people's perspectives.
- Acknowledgment of people as drivers of change.

The tools

FOCUS GROUP AND MAPPING DISCUSSION

Focus group discussion (FGD) is one of the most effective participatory methods to be used with supporting tools to carry forward the communication appraisal. It involves bringing together a group of people to analyse a specific topic based on structured questions. It takes advantage of group dynamics and allows respondents to be guided by a skilled facilitator to explore issues in depth. The composition of the focus groups should foresee a limited number of participants (up to six), taking into account specific criteria according to the objectives. The information to be collected may include:

- demographic data (age, gender, occupation);
- position in the organization (officers, members);
- level of knowledge and/or expertise on the subject matter for discussion; and
- representativeness (farmers, NGOs, local officials, women, etc.).

FGD provides the opportunity for group interaction, which generally stimulates richer responses and allows new and valuable thoughts to emerge.

The focus group will be based on the Guiding Questions 1.

GUIDING QUESTIONS 1

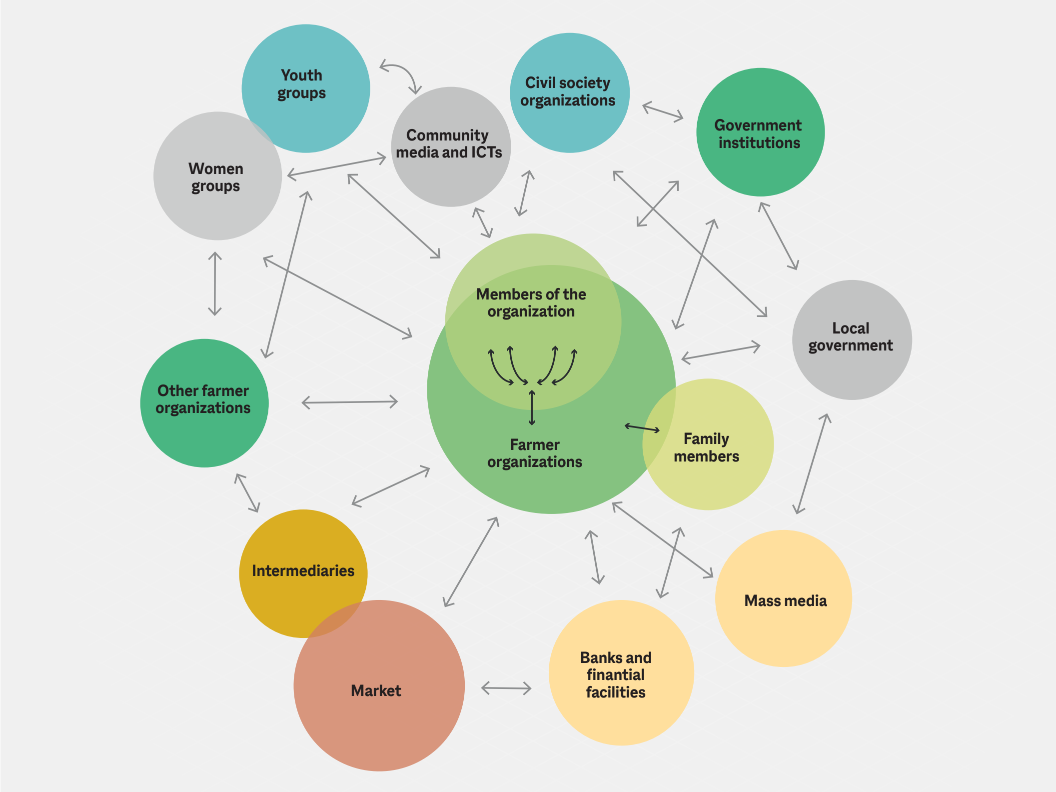
- What is the main issue, problem or situation to be tackled?
- Who are the main actors (stakeholders) and the primary audience? What are the main audience's characteristics?
- What are the main communication gaps/needs in relation to the issue identified?
- What type of information (content) is required? What information has to be addressed by the organization?
- What media and channels are available?

It will be used as a tool to convey information related to the communication appraisal that will be consolidated in Table 1: Communication appraisal report. To make the discussion more interactive, a visual tool will be used and is presented below.

COMMUNICATION APPRAISAL MAP

Communication mapping is translating information into a drawing or sketch that references data according to the communication environment and relations/flows with regards to a **specific topic**. It also helps visualize other elements that are relevant for the communication appraisal. Members of the farmer organization draw or assist in drawing a simple communication linkage map, visualizing information and communication issues as well as the stakeholders involved in the communication process. The arrows represent the relationship (that needs to be attached to issues, problems or situations) and the size of the circles, characterizing the importance that the farmer organization attributes to the group or entity that it represents. The discussion related to the guiding questions can flow more easily by using the visual aid to answer questions systematically and take notes on the sheet.

FIGURE 2: **COMMUNICATION APPRAISAL MAP**



This example represents a specific situation and linkages within relevant sources of information for the organization and is only a reference. Arrows could be numbered (and listed below the graphic) and describe the issue and approach needed for each one.

Session 14 will provide space for applying this type of map within the framework of networking.

Trainers' notes - Part 2

Trainer input **15 minutes**

The trainer introduces the session by reinforcing the concept that **communication should be systematically planned** so it can be used as an asset by the organization. Communication planning entails the use of participatory methods and techniques to define specific communication activities aimed at fostering collaborative change and identifying responsibilities and resources.

The communication plan is shaped based on the findings of the participatory communication appraisal (FAO, 2004). The appraisal, collaboratively done with members of the organization and other relevant partners and stakeholders, is the main reference for planning. The appraisal findings constitute the baseline for the **participatory communication strategy and plan**.

The strategic plan will be based on strategic communication objectives and lines of work derived from the communication needs that have been identified and which will orient the definition of activities to be later detailed in a workplan.

The main aspects to be addressed while developing the participatory communication strategy are: identification of communication entry points; priority audience; formulation of smart communication objectives; an outline of the core content; and identification of the communication media and channels to be used. The following key information has to be generated, part of which already has been obtained in phase 1, participatory communication appraisal.

I	
Main issue	Subject identified previously when performing the participatory communication appraisal. Done in phase 1.
Audience and stakeholders	Organizations, institutions, groups and individuals involved and those who will be able to influence the outcomes of communication activities. Done in phase 1.

II	
Communication entry points	The entry points are taking from the "main content" described in the previous exercise; they need to be further reduced in scope and deepened in terms of the cause-effect relationship. The recognition of the key entry points leads to the formulation of the objectives.
Communication objectives	Desirable changes in the producers' organizations and members (including other stakeholders) regarding knowledge, skills, attitudes and practices.

III	
Core content	Concise content based on the communication objectives and the organization needs. Focusing on the core content is essential to have answers to why the topic is important to be discussed and what the cause-effect relation is to the solution. During the implementation phase (not developed in this training), the full content is upgraded and focused.
Media and channels	Interpersonal, mediated or mass communication, folk media, community media, ICTs and social media, among others.

The facilitator will share the presentation "Communication - Part 2" about the factors involved in participatory strategic communication planning. He or she will present, as a reference, the complete matrix used for planning without developing the subjects of the columns for human and financial resources, schedule and responsibilities

The facilitator will clarify terminology and concepts.

Group work **20 minutes**

The facilitator will form groups of four or five people and distribute one flipchart paper per group. The groups should be the same as in the previous exercise to continue the work based on the example selected for the communication appraisal and related data. Each group will discuss one of these premises: same organization, common territory-area, similar professional tasks. Once grouped, participants will be asked to discuss and capture the information on a flipchart.

They will work on Table 3: **Communication planning matrix**

Considering previous elements identified, main issue and primary audience, participants will define the following elements:

- Identify communication entry points.
- Formulate communication objectives.

The group will fill in the third and the fourth columns (communication entry points and objectives), while the rest of the columns will be worked on in Part III.

The groups will fill in the columns following the sequence below:

- Enter the information gathered in the first exercise regarding "Main issue" and "Audience," Table 1 (Communication Appraisal Report) in Part 1.
- The "Entry points" will take into consideration the "Communication needs/gaps," whereas the "Core content" of the same table recognizes key topics/aspects that need to be treated first. This will be the "Entry point" of communication.
- Formulate the communication objectives, the action to be performed to solve the issue/need identify.

TABLE 3: **COMMUNICATION PLANNING MATRIX**

Main issue	Audience	Entry points	Communication objectives	Core content	Media and channels

Each group needs to nominate a person who will report the results back to plenary.

Plenary discussion **15 minutes**

In plenary, each group needs to present the main conclusions they discussed.

Technical background - Part 2

Participatory design of the communication strategy and plan

Participatory communication planning entails the use of methods and techniques to jointly design the strategy and contents of communication activities aimed at fostering change and development. It is a participatory process because it involves relevant stakeholders to carry out initiatives based on their needs and priorities.

The results of the Participatory Communication Appraisal constitute the baseline for the formulation of the communication strategy and plan that needs to:

- define smart, audience-specific communication objectives;
- identify the core content of the communication effort; and
- specify the most appropriate combination of media to reach the intended stakeholders (audience) and engage with them in two-way communication.

The first stage of the strategic design will subsequently lead to a full communication plan, in which detailed activities and an implementation schedule are specified and indicators for monitoring and evaluation are defined. The first strategic steps are:

- **Main issue:** subject identified previously when performing the participatory communication appraisal.
- **Priority stakeholders and audience**: organizations, institutions, groups and individuals involved or able to influence the outcomes of communication activities. Previous experiences and ongoing communication activities are taken into account.
- **Communication key entry points:** The key entry points are taken from the "main content." They need to be further reduced in scope and deepened in terms

of the cause-effect relationship. The recognition of the entry points leads to the formulation of the objectives.

- **Objectives**: Desirable changes in the farmers' organizations and members (including other stakeholders) regarding knowledge, skills, attitudes and practices.
- **Core content**: Concise content based on the communication objectives and the organization's needs. Focusing on the core content is essential to have answers as to why the topic is important to be discussed and what is the cause-effect relation to the solution.
- **Media and channels**: Interpersonal, mediated or mass communication, folk media, community media, ICTs, social media, etc.

TABLE 4: **COMMUNICATION PLANNING MATRIX**

Main issue	Audience	Entry points	Communication objectives	Core content	Media and channels

Communication objectives

Based on the needs, the profiles of the intended audience and the identify key points, the communication objectives will state a change readily measurable in terms of knowledge, skills, attitude and practice. Specific communication approaches will be chosen and combined to effectively convey the core content of the strategy. The choice of communication methods and channels will be made considering the communication resources available.

Core content

Preparing the full core content usually occurs in the implementation phase, where the communication materials are prepared. Nevertheless, an outline and a brief version of content should be scripted to better select the methods and channels.

Media and channels

Communication channels (or media) refer to any medium through which a message is conveyed to reach the intended stakeholders and establish with them a two-way communication process. These can be classified as folk or traditional media, community media, mainstream or mass media, ICTs and social media.

Combining more than one media available in a given area tends to produce the best results, thus a multimedia approach should be opted for to maximize impact and cost-effectiveness.

Communication plan

Complementing the communication strategy is the communication plan. This outlines a series of communication activities to be implemented and related outputs to be produced to achieve the communication objectives. It serves to ensure that all communication activities (e.g. meetings, material production, broadcasting, ICT and social media, etc.) are defined and linked in meaningful sequences along a coherent timeline, and to specify responsibilities, budget and other resource needs. To draw up a consistent and feasible communication plan, it is important to look at the strategic objectives and link those to sets of concrete actions to be performed to achieve them. The basic questions to be answered for planning the activities are:

- What should be done to best achieve this objective?
- What are the main actions/tasks to be accomplished?
- What concrete communication outputs/deliverables should be produced?
- Who should be involved in the various tasks?
- What is the time frame for implementation?
- How much will it cost and who can bring resources to the table?

The general format to generate the plan of action within the framework of the communication strategy is presented in Table 5. Furthermore, it is also possible to define detailed plans of action at the local level involving communities and agreeing on specific communication activities (local communication plan).

Note for the trainer: Due to time constraints, a full communication plan cannot be developed during the session. However, the trainer will explain it and provide a sample of an already filled-in plan with tips on how to develop it.

TABLE 5: **PARTICIPATORY COMMUNICATION PLAN TEMPLATE**

Communication objective	Activities	Outputs	Schedule	Person in charge	Location	Budget estimate

Trainers' notes – Part 3

Trainer input **15 minutes**

The trainer introduces the definition and characteristics of a core content script and a message map. He or she can ask participants to brainstorm on the need to specify if either a content script or a message is required according to the previous exercises. The basis for designing communication materials is to first produce a succinct **core content script** text.

The first step is preparing a content outline. Communication specialists and community stakeholders (the organization's key members) should revise and narrow down the core content into specific ideas and produce a concise script that people can effortlessly understand and possibly put into practice.

To produce a core content **script** (see Technical background – Part 3), keep the following in mind: i) order of the information; ii) one problem/situation at a time; iii) first audience known situation; iv) an in-depth explanation; v) best possible solution, vi) a balanced level of information; and vii) core content that can be validated.

A **message** should be produced (see Technical background – Part 3) with the following characteristics: i) credibility; ii) conciseness; iii) relevance; iv) compelling; and v) communicative of values.

A **message map** is a framework used to create convincing, relevant messages for several audience (stakeholders) segments. It also works as an organizational alignment tool to ensure message consistency. Message mapping is an essential step in communicating short notions effectively.

TABLE 6: **SCRIPTS AND MESSAGE STRUCTURE**

Core script
• Main problem – situation (issue-need), brief description.
• Causes and effects of the problem – situation (issue-need), analysis.
• Identification of the root cause and secondary causes.
• Propose correction of the cause.
• Correspondence of the solution to the problem – situation (issue-need).

Key message
• Supporting fact 1
• Supporting fact 2
• Supporting fact 3

Media and channel selection

A good media selection serves to maximize impact and effectiveness of communication activities. Media selection depends first and foremost on the communication objectives formulated for the strategy. Different types of communication media and channels fulfil different objectives, and their individual characteristics should be carefully considered. Below is a brief description of what media and channels are available. “A more complete list of their advantages and limitations is available in the “Technical background – Part 3” section.

- **Folk media** – local media with limited geographical coverage, traditional of a particular community.
- **Community media** – media that are controlled by the community and are non-profit and non-commercial. They have localized content, are accessible to people, and use local resources.
- **Group interactive media** – video is one of the most interesting and preferred forms of media due to its combination of visual and spoken elements along with dynamic movement.
- **Conventional channels** (mainstream or mass media) – media that reach a high number of people; these can include mass media such as television broadcasts, radio, newspapers and posters.
- **Information and communication technologies (ICTs)** – the term encompasses “new”' communication devices such as mobile phones, computer/network hardware and satellite systems.
- **Social media** – refers to the means of interactions among people in which they create, share, and/or exchange information and ideas in virtual communities and networks.

The facilitator will share slides from the presentation “Communication – Part 3.” Then he/she introduces the exercise on the creation of a content script and a message map. The presentation needs to stimulate reflection and learning on how to communicate with different audiences.

Group work **20 minutes**

The trainer should form groups to address different audiences and divide participants according to the distribution of previous groups, asking them to discuss and capture the information on a flipchart. The groups should use Table 7 below to fill the requirements and use Table 8 to assign a proper channel and media as an exercise, selecting one or more and taking into consideration the advantages and limitations of each media. The topics could be divided as follows: three groups work on scripts and the other three work on message maps.

Refine the "Core content," making a cross-reference between the "Objectives" and the "Main Content" of Table 3 (Part 2). Focus and deepen the content, outlining it. According to the objectives and the content, select the appropriate communication channels.

TABLE 7: **COMMUNICATION PLANNING MATRIX**

Main issue	Audience	Entry points	Communication objectives	Core content	Media and channels

Participants gain experience in the preparation of both versions of content related to one of his/her organization's main challenges identified at the beginning of the training session. Furthermore, they will be able to identify different channels to be used according to the type of content they need to communicate.

For the message map exercise, each group needs to be assigned a specific audience among:

- policymakers
- members of the organization
- journalists.

Each group needs to nominate a person who will report the results back to plenary.

Plenary discussion **15 minutes**

In plenary, each group needs to present the result of their work and the major conclusions.

Technical background - Part 3

Communication is at the heart of empowering farmers' organizations and their members. Internally, it is essential to maintain a shared vision and coordinated action; externally, it helps to promote the organization within the community, increase the access to markets, obtain support from the government and other organizations, and exert political and social pressure and accountability.

Core content script

The first step is preparing a content outline: during the participatory communication appraisal, main issues and scattered information were discussed; different actors came up with proposals and intended solutions. It should be emphasized that, in many cases, it is appropriate to involve communication specialists to ensure that adequate content is processed and appropriate media are used. Communication specialists, members of the organization and selected community stakeholders should re-examine and narrow down the core content into specific ideas and produce a concise script/message that people can clearly understand and possibly put into practice.

A script is produced when the kind and amount of information is considerable. Core content scripts are needed to structure an important bulk of information, for instance, a learning activity or to generate awareness of a difficult topic.

To produce a core content script, keep the following in mind:

- The **order of the information** must be related to the cause-effect relationship.
- Tackle **one problem/situation at a time**.
- Describe **first the stakeholders' known situation**, and narrow the scope to the specific problem/problematic situation.
- **Explain carefully and in depth** (ask several times why) the causes leading to the unwanted situation.
- **Build the best possible solution** to the identified problem/situation in a participatory manner (include several stakeholders to the content production).
- Adopt a **balanced level of information** and explain technical unknown terms.
- **Validate the core content** with subject matter specialists and stakeholders' leaders.

TABLE 8: **OUTLINE – CORE CONTENT SCRIPT**

Outline: Core content script
• **Main problem – situation (issue-need) brief description.** National, regional or local context, what is affecting the organization and to what extent.
• **Causes and effects of the problem – situation (issue-need), analysis.** How and why the causes affect the organization directly or indirectly. What is the relationship between the cause and the effect.
• **Identification of the root cause and secondary causes.** Ask five times why the visible cause is the root of the problem, analyse the "invisible" secondary triggers that influence the main problem.
• **Propose correction of the cause.** Based on the analysis, search for a solution involving all partners and stakeholders who can contribute to the solution.
• **Correspondence to the solution of the problem – situation (issue-need).** Make an assumption of the changed situation, plan training if necessary.

Messages production

Different farmer organizations may need different variations of the same message depending on the target audiences (e.g. government, the grassroots base, youth groups, etc.). For instance, members of Parliament may be persuaded by a message that has a different frame from the message that could be used to mobilize the membership's base. Particular attention also should be paid to "the general public." If the FO is involved in the marketing of agricultural products, then the general public – which is composed of consumers – must be addressed as such. The general public is also composed of electors and, as such, they have influence on policymakers, hence the importance of having a communication strategy aimed at the general public. This audience can be reached through journalists, but it also can be reached directly by FOs, for instance by developing a website and social media addressing their preoccupations, organizing open house days on farms or systematically using community media.

How to develop effective messages

A **message** is a short verbal, written or recorded communication. Clear messages require planning and research, keeping in mind your audience and the following criteria:

- Who are we trying to reach?
- What do we want them to know?
- What will be the occasion?
- What communication channel will be used?

A strong message is credible, concise, relevant, compelling and communicative of values.

- **Credible**. It is factually accurate, provides information to back up assertions, and is delivered by people who are trusted on the subject.
- **Concise**. A good message is clear and simple. Crisp messages that people can understand and remember are much more effective.
- **Relevant**. It starts with what a person's interests are – what they already know and think – and moves them to where you want them to be.
- **Compelling**. It touches people so they are inspired to act.
- **Communicative of values**. Messages that are framed in a way that resonates with people's core values (e.g. fairness, equality, freedom, honesty) are the most powerful.

Developing a message map

A message map is a framework used to create compelling messages for various audiences. A message map is a tool to produce messages needed by an organization, keeping in mind three levels of communication: within the organization (bond); among peers and closely related organizations (bridge); and with external institutions and organizations (link).

Each message should contain a central idea with three different supporting arguments. For instance: "The government shall provide targeted support to smallholder farmers, due to the following":

- Smallholders are the majority of the farmers in country X: they represent 95 percent of all the farmers in the country, produce 65 percent of the agricultural output and provide 50 percent of the employment in agriculture in rural areas.
- Smallholders do not have relevant information, capital and market access.
- Policy support is necessary for smallholders to overcome barriers, innovate, and help achieve the Sustainable Development Goals. Communication products shall be tailored to their respective audiences' segment.[21]

TABLE 9: **MESSAGE MAP**

Stakeholders: question of concerns		
Key message 1	Key message 2	Key message 3
Supporting fact 1.1	Supporting fact 2.1	Supporting fact 3.1
Supporting fact 1.2	Supporting fact 2.2	Supporting fact 3.2
Supporting fact 1.3	Supporting fact 2.3	Supporting fact 3.3

[21] This section uses elements from the Knowledge Sharing Toolkit, http://www.kstoolkit.org/

Types of media channels and their characteristics

One fundamental step in the implementation of the communication strategy/plan is to carefully design, produce and share communication messages using appropriate **media and channels** such as videos, radio programmes, leaflets, posters, and the new ICTs such as websites, social media and mobile applications, among others. Media selection should be guided by a clear assessment of the specific pros and cons of each channel. The participatory communication appraisal provides a good deal of information about what kind of media and channels should be used in each situation and with whom to employ one or another. For instance, young people will likely prefer to be addressed through the internet, social media and mobile phone applications than older people might.

Suitable media have to be selected according to the characteristics of the intended stakeholders, facilitating a two-way communication. A good media selection serves to maximize impact and effectiveness of communication activities. Media selection depends first and foremost on the communication objectives formulated for the strategy. Different types of communication media and channels fulfil different objectives. The table below shows the advantages and limitations of a number of communication media.

TABLE 10: **ADVANTAGES AND LIMITATIONS OF COMMUNICATION MEDIA AND CHANNELS**

Media	Advantage	Limitation
Folk media (e.g. puppetry, community theatre, storytelling)	• Can be easily understood by all members of the community. • Intrinsically adapted to local cultural scene. • Can use familiar dialects for the most intimate and local communication at the village level. • Appeals at the personal level.	• Requires skilled crafting of development messages into the fabric of the folk media • May lack prestige vis-à-vis more modern media in some societies.
Radio	• Wide coverage and availability – accessibility even in rural areas. • Low production cost. • Delivery of information can be localized. • Well-segmented audience.	• Weak as a medium for training since it is audio only. • Constant competition with other programmes in other stations. • Fleeting message. • Listeners more subject to distractions, limiting their attention span. • Requires skills in broadcasting and programme planning, designing, production, and management.
Television	• Combines sight, sound and motion, thus, more attention grabbing. • High prestige.	• Tends to be monopolized by powerful interests because of its prestige • Not widely available, especially in rural areas. • High production cost. • Difficult to localize information for agriculture unless local TV stations exist.
Video	• Combines sight, sound and motion, thus, more attention grabbing. • Highly persuasive. • Can be played anytime. • Allows more than one language to be recorded as commentary on a single programme.	• Requires talent, skill and experience to produce good programmes for development.

Media	Advantage	Limitation
Printed materials (e.g. leaflet, brochure, magazine, newspaper)	• Relatively cheap, simple and easy to produce. • Can be taken home, consulted and kept as a permanent reminder. • Particularly valuable for extensionists, technicians and community leaders	• Limited to literate audience. • Some formats tend to be boring, especially if there are no visual images.
Visual media (e.g. flipchart, poster, billboard, comics)	• Cheap and simple to produce and use. • Good for training and extension support in areas where there is no electricity. • Use of images helps people recall and remember concepts better.	• Care required to make drawings understandable to illiterates. • Lacks the attraction of audio-visual materials. • May be thought of as "second rate" by people with experience in electronic media. • Suitable only for small group discussions.
Mobile phones	• Capable of a variety of tasks such as sending and receiving messages, recording audio and visual images, playing video and audio files, browsing the internet, and organizing files. • Compact and easy to use.	• Limited information can be stored based on mobile phone's capacity. • Dependent on electricity. • Poor signal/reception offered in some rural communities. • Privacy and confidentiality of information are at great risk.
Internet and social media	• Facilitates the exchange of information among stakeholders regardless of geographical boundaries. • Links all stakeholders. • Encourages interactivity. • More flexible in delivering information.	• May not be accessible/ available. • Skills are needed to operate the technology and access the information • Computer technology is expensive. • Language barrier.

The selection of the array of media that can be used should also consider the requirements of the main audience and the content to be shared. It should also take into account the ease of perception of the particular kind of information to be transmitted (data, information or knowledge) and the culture, customs and type of organization.

The results of the communication appraisals will help in the selection of the appropriate media based on their accessibility by status, age and gender. Oftentimes, combining more than one media available in a given area produces great results. Convergence of different media should be based on the participatory communication assessment, the communication objective and the audience.

POWERPOINT PRESENTATION

Communication for collaborative action – Part 1, Part 2 and Part 3

Slide 1

Slide 2

Slide 3

Communication for collaborative action

Effective communication for farmer organizations is crucial

Communication for collaborative action is the communication process that jointly puts in place and manages **informed decision-making** and **collective action.**

It requires a systematic approach using participatory communication methodologies, techniques and tools, including media (mass media, traditional and ICTs).

Slide 4

Communication for collaborative action

Effective communication for farmer organizations is crucial

Internal communication

It is essential to:

- **keep** members **informed** and actively engaged;
- maintain a **shared vision** and coordinated action;
- **improve** the organization's **capacity;** and
- **enhance** the productive, social and economic **sustainability.**

Slide 5

Communication for collaborative action

Effective communication for farmer organizations is crucial

External communication

It is necessary to:

- **dialogue** with institutions and local governments;
- reach out to **different groups** and distinct civil society organizations; and
- **promote** the organization in the territory, **building** a favourable environment, maintaining or gaining political and technical **support**.

Slide 6

Communication approach

Participatory communication

- **Enables informed choices** between adoption and rejection of a new idea, practice or technology.
- **Strengthens knowledge sharing** and communication mechanisms to improve local capacities.
- **Bridges the gap** between local and scientific knowledge.

Slide 7

Communication approach

Participatory communication

- Facilitates awareness-raising of sensitive topics.
- Promotes the visibility and credibility of an issue, such as climate change, and increases general understanding.
- Leads to positive changes in organizations and people's perceptions, attitudes, belief and actions.

Emerging issues need specific communication efforts to raise levels of public awareness and understanding of its **causes, effects and possible solutions.**

Slide 8

Communication approach

Additional approaches

Organizational communication

- Ensures timely and effective sharing of relevant information.
- Facilitates the flow of information within an institution or organization.
- Maintains the common vision and mission of the organization.
- Designs and plans activities on a shared and consulted basis.

Advocacy and corporative

- Directed at political, business and social leaders, at national or local levels, who should take action to support the organization's strategy and objectives.
- Influences change at the public or policy level and promotes issues to enhance synergies.

Slide 9

Communication process

Slide 10

The four phases of the communication process

Phase 1
Participatory communication appraisal

Phase 2
Design strategy and plan

Phase 3
Implementation of the plan

Phase 4
Result assessment and sustainability

Slide 11

Communication process

Phase 1

Participatory communication appraisal

- To assess communication needs, strengths, weaknesses, opportunities and threats of the organization.

Phase 2

Design of strategy and plan

- Planning communication strategically requires the establishment of precise objectives, segmented audiences and key activities, saving time and resources.

Slide 12

Communication process

Phase 3

Implementation of the plan

- To put the plan into action according to resources identified and the time available.
- The implementation will require the availability of funds, time and diverse inputs.
- Some activities and products could be provided by specialized services or partners; an option is to create communication capacity within the organization.

Phase 4

Result assessment and sustainability

- Monitor key results and products and follow up main activities with applicable timely adjustments and modifications.
- Evaluate activities on pertinence, efficacy and sustainability of actions implemented.

Slide 13

Communication appraisal

The **communication appraisal** refers to a communication assessment collaboratively performed with members of the farmer organization and related partners, stakeholders and institutions.

The main questions are:

- What is the main issue, problem or situation to be tackled?
- Who are the main actors (stakeholders) and the primary audience? What are the main audience characteristics?
- What are the main communication gaps/needs in relation to the issue identified?
- What types of information (content) is required? Which information has to be addressed by the organization?
- Which media and channels are available?

Slide 14

Communication appraisal

Baseline

- A **participatory communication appraisal** must be collaboratively performed with members of the farmer organization and other selected stakeholders.
- The appraisal findings constitute the baseline for the participatory **communication strategy and plan.**

Slide 15

Communication appraisal

Communication appraisal report

Issue/topic	Stakeholders/Audience	Communication needs/gaps	Main content	Media channels available
Lack of knowledge and access to information about reforestation	Stakeholders: different institutions and actors related to the topic. Audience: Young farmers currently in high school or university level (young, single; male and female).	Not available content, info sources and communication materials (e.g. radio programmes) that reach youth addressing the subject.	Easy to read and adopt information about the concept of reforestation. Causes and effects of deforestation. Benefits of reforestation for the community.	School curricula, websites and social media targeting youth
Irrigation efficiency	Members of the farmer organization.	Lack of training and advisory processes and communication materials that support a better use of water for irrigation.	Irrigation water losses Efficient irrigation systems Drip irrigation and reduced water losses through community action	PO assembly; community meetings; community radio and extension services

Slide 16

Communication tool

Slide 17

Communication tool

Focus group discussion

Focus group discussion (FGD) involves bringing together a group of people to talk about a specific topic.

Factors to consider may include:

- Demographic data (age, gender, occupation)
- Position in the organization (officers, members)
- Level of knowledge and/or expertise on the subject matter for discussion
- Representativeness (farmers, NGOs, local officials, women, etc.)

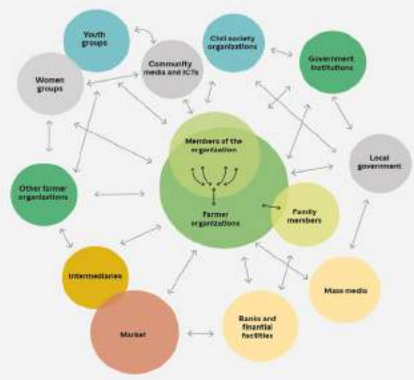
Slide 18

Communication tool

Communication appraisal map

The map is the graphic reference of the FGD. The issue could involve limited actors that have to be represented graphically (not necessary all shown in the sample).

Translate information into a drawing or sketch. It represents communication flows, problems and environment in relation to a **specific topic.**



Slide 19

Part 2
Objective

Be able to **plan strategic communication** activities to respond appropriately to the needs and priorities of the organization.

Slide 20

Communication planning

Communication must be planned

Part 1

- Recognition of priority issues.
- Recognition of key and audience.
- Draft content

The process steps in Part 2

- Identify communication **entry points**.
- Formulate clear-cut **objectives**.

Part 3

- Brief deep core content.
- Define the channels

Slide 21

Communication planning

Communication must be planned

To recognize and formulate

- **Communication entry points:** Priority topics, issues or problems identified during the appraisal and recognized as a clue to resolve the problem.
- **Objectives:** Desirable changes in the producers' organizations and members (including other partners, stakeholders) regarding knowledge, skills, attitudes and practices.

Slide 22

Communication planning

Communication planning matrix

Main issue	Audience	Key entry points	Communication objectives	Core content	Media and channels

Slide 23

Communication planning

Communication must be planned

The plan

- The local communication plan unfolds as a full-blown workplan where individuals, groups or organizations who share the communication objectives are assigned to each of the activities and tasks identified.
- This outlines a series of communication activities to be implemented and related outputs to be produced to achieve the communication objectives.
- A complete plan has to include a list of activities to be done and the products/results it achieves (deliverables).

Slide 24

Communication planning

Communication workplan matrix

ComDev objective	Activities	Outputs	Schedule	Person in charge	Location	Budget estimate

Slide 25

Part 3
Objective

Prepare a draft script (content) along with a message map; identify appropriate channels and media according to the main audience.

Slide 26

Communication content and media

Content must be prepared before selecting the media

A content script and a message map differ in their communicational characteristics

- **Script** is a body of information properly structured, organized and written, prepared collaboratively aiming to solve a problem or a situation in a participatory way.
- **Message** is a short text that transmits, in a unidirectional way, an opinion or concept shaped by who needs to publicize that idea.

Slide 27

Communication content and media

Content must be prepared before selecting the media

To produce a content script, keep the following in mind:

- The **order of the information** must be related to the cause-effect relationship.
- Tackle **one problem/situation** at a time.
- Describe first the **known audience situation**, and narrow the scope down to the specific problem/situation.
- Explain **carefully and in depth** (ask several times "why?") the causes leading to the unwanted situation.

Slide 28

Communication content and media

Content must be prepared before selecting the media

To prepare a content script:

- Build the **best possible solution** to the identified problem/situation in a **participatory manner** (include several actors – stakeholders – to the content production).
- Adopt a **balanced level of information** and explain unknown technical terms.
- **Validate the core content** with subject matter specialists and stakeholders' leaders.

Slide 29

Communication content and media

Content must be prepared before selecting the media

A core script

Produced when the kind and amount of information is considerable, for instance a learning activity or an awareness-raising on problematic topics.

CORE SCRIPT				
1- Main problem/situation (issue-need), brief description.	2- Causes and effects of the problem/situation (issue-need), analysis.	3- Identification of the root cause and secondary causes.	4- Propose correction of the cause.	5- Correspondence of the solution of the problem /situation (issue-need).

Slide 30

Communication content and media

Content must be prepared before selecting the media

To design a message, ensure that it is:

- **Credible**. It is factually accurate, provides information to back up assertions.
- **Concise**. A good message is clear and simple. People can understand and remember.
- **Relevant**. It starts with what a person's interests are and moves them to where you want them to be.
- **Compelling**. It touches people so they are inspired to act.
- **Communicative of values**. They are framed in a way that resonates with people's core values.

Slide 31

Communication content and media

Content must be prepared before selecting the media

A message map

Framework used to create convincing, relevant messages for several audience (stakeholders) segments.

Key message		
Supporting fact 1	Supporting fact 2	Supporting fact 3

Slide 32

Communication content and media

Media selection depends on the communication objectives

Different types of communication media and channels fulfil different objectives.

- **Folk media:** Can be easily understood by all members of the community. May lack prestige vis-à-vis more modern media in some societies.
- **Radio:** Wide coverage and availability/accessibility even in rural areas. Constant competition with other programmes on other stations.
- **Video:** Combines sight, sound and motion, thus, more attention grabbing. Requires talent, skill and experience to produce good material.
- **Television:** High prestige and more attention grabbing. Tends to be monopolized by powerful interests because of its prestige.

Slide 33

Communication content and media

Media selection depends on the communication objectives

Different types of communication media and channels.

- **Printed materials:** Can be taken home, consulted and kept as a permanent reminder. Some formats tend to be boring, especially if there are no visual images.
- **Mobile phones:** Capable of a variety of tasks (messages, recording and playing audio and video and images, browsing the internet. Privacy and confidentiality of information are at great risk.
- **Internet and social media:** Facilitates the exchange of information among people regardless of geographical boundaries. May not be accessible/available. Skills are needed to operate the technology and to access the information.

SESSION 14
Networking and partnership

Session structure

Learning objectives:

By the end of the session, participants will:

- explain the importance of networking;
- identify effective ways for networking; and
- engage in drawing a social map of actors at the local or national level and be able to define future strategies for networking and partnership.

Key messages:

Farmer organizations need to work with an important variety of actors, from the private sector, government services, donors, commercial networks, banks, NGOs, research and academia. They may need to obtain input from commercial organizations as well as individuals, and they may need to discuss and negotiate terms and conditions. The better the organization succeeds in having a dialogue and building a network with other actors, the more it will be successful in promoting its activities and in engaging in successful collaboration processes that may lead to the development of win-win partnerships.

Suggested duration of the session:

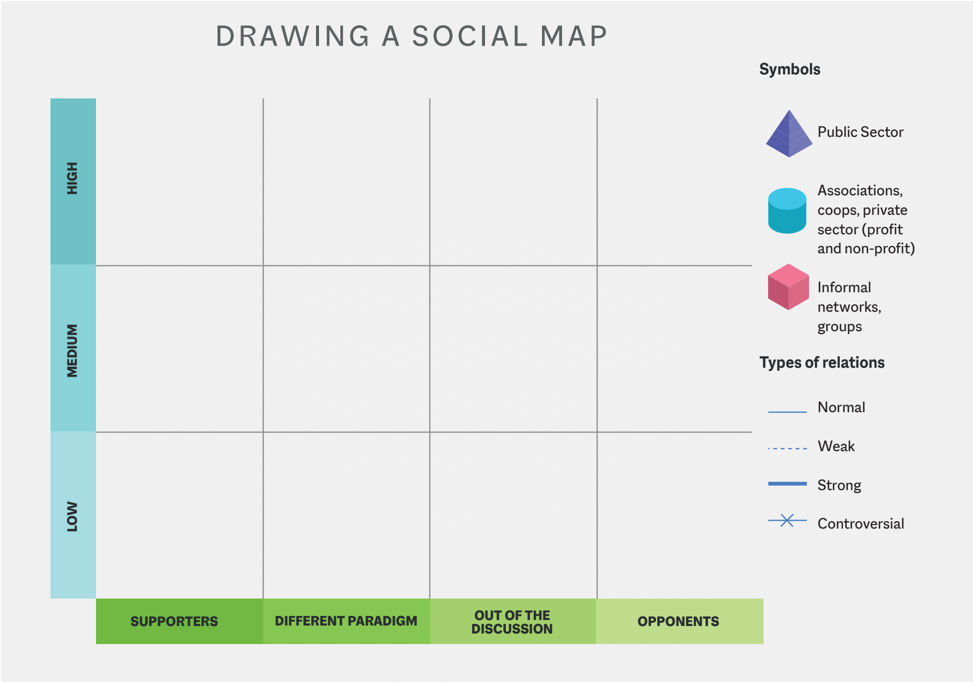
1 hour, 30 minutes

Materials needed:

- Projector, screen, laptop, markers, flipcharts and tape
- Coloured cards, whiteboards or simply walls

Resources:

- PowerPoint presentation "Networking"
- Technical background
- Drawing of a social map



Comments and tips:

The session may require more time than the one allocated as the participatory drawing of the social map may highlight divergent views and more time may be needed to reach consensus. Relevant actors can be represented on the social map by drawing their symbols or simply by writing down their names.

Additional resources on the topic:

Video on "Building collectively a social mapping "by **Mamen Cuéllar Padilla**, University of Cordoba (2020), prepared for the Lab experiment in Moldova. The video can be retrieved at https://www.bondproject.eu/project-activities/lab-experiment-in-moldova/

Trainers' notes

Ice-breaker activity — **10 minutes**

The facilitator will introduce the topic and ask participants to form pairs and discuss for 10 minutes:

- "Why networking is important and highlight the four key elements for successful networking"

When the allocated time is over, he/she will ask one or two pairs to share the results of their discussion. The facilitator can also ask other participants to further comment or contribute by citing examples of their experiences with networking.

Trainer input — **30 minutes**

The trainer introduces the session using the PowerPoint presentation "Networking." He/she mentions that a group or an organization can gradually **increase its sources of information, improve knowledge and skills, reduce costs, increase profits and improve access to resources** by engaging with others, whether that includes other groups, organizations, networks or institutions. For instance, cooperatives, intergroup associations and producer networks can help provide cheaper inputs, collect and market produce, and have a more effective lobbying voice with local or national authorities.

Going through the PowerPoint, he/she can start by introducing the definition of networking and asking participants if they agree with it of if they see any missing elements.

The facilitator will then move on, highlighting the three points presented in the slide on "how and where to start" for networking. He/she explains the importance of building a social map, which allows participants to identify **the relevant actors existing at the local or national level and the relationship that exists between them**. On a flipchart, the facilitator draws two axes and explains:

- The vertical axis represents **Power**, which is related to the decision-making capacity of each actor with respect to the issue at stake. The more power an actor has regarding an issue, the higher it should be placed along this axis.
- The horizontal axis is **Interest**, which allows participants to distinguish the objectives of each actor or network around the topic they have selected for discussion, e.g. family farming, sustainable farming, etc. In this axis, the facilitator will identify four types of actors:
  a. SUPPORTERS (those who support the same idea);
  b. DIFFERENT (those who have a different idea);
  c. OUT OF THE DISCUSSION (those who until now were not involved in the discussion but who are important to bring into it); and
  d. OPPONENTS (those who are opposed to the idea defended by your organization).
- The issue at stake is presented at the origin of the axis.

The facilitator or the participants will draw the actors on the social map and use symbols (displayed in the PowerPoint) or names. The map needs to highlight the links existing among the actors in a generic way. The symbols that could be used include the following:

—— Normal relationships
------ Weak relationships
━━ Strong relationships
—×— Controversial relationships

Before drawing the social map, in plenary, the facilitator will prepare, with the help of the participants, a list of actors who relate to the goal or to the issue relevant for the farmer organization. Once participants agree on the list, they are divided into groups.

Group work **20 minutes**

Each group will be assigned a number of actors. The group then needs to have a discussion that allows them to:

- Place the actors on the map, taking into account, on the one hand, their degree of power or influence with respect to the issue at stake, and on the other, their interest with respect to topic.
- Determine the relationships (links) that are established between the actors (whether they are strong, weak, normal or conflicting).

Each group needs to nominate someone who can report back to plenary.

Plenary discussion **30 minutes**

In plenary, each group needs to present the results of their discussion and show where they place the actors on the map and what types of relationships they have drawn between them.

The facilitator needs to:

- Determine whether there have been general agreements or contradictions regarding the place and/or relationships of some actors.
- Highlight the existence of empty quadrants and/or actors for whom no relationship has been established, asking participants if this is due to a lack of awareness on their part about this type of actors or to their actual absence.
- Analyse if there is a concentration of actors and relationships in certain rows or columns of the matrix, linking them with the profile of the participants and with the knowledge/lack of awareness that implies. For example, well-identified actors could be close to an organization's vision but very few might be important for the strategy it wishes to put in place and, until that moment, have not shown any interest. Special attention could be given to how to build alliances with this type of actors. Also, if participants are members of informal groups, it is much more likely that the resulting social map will be "crowded" with actors and relationships in the lower sector (related to lower power) and that it will diminish in the upper parts.

Technical background

Farmers and their organizations can improve their situation in many ways through linking or working with other farmer groups and organizations and in partnership with many different stakeholders. This can help them reduce costs, increase profits, better manage risk or provide more benefits to their members.

To improve the strategic capabilities of farmer groups and organizations, farmer leaders need to broaden their horizons, diversify their contacts, broaden their knowledge and expand their alliances with other farmer organizations either at the same level or at different levels. Briefly, they need to engage in networking processes.

What is it networking?

For individuals:

- It is an exchange of information, ideas, knowledge and perspectives among people with a common interest.

For organizations:

- It means developing formal or informal relationships with people and organizations to foster cooperation, advance future business activities or engage in advocacy and policy dialogue, etc.

How and where to start

Networking efforts need to start with a **focus,** a **direction to head** in.

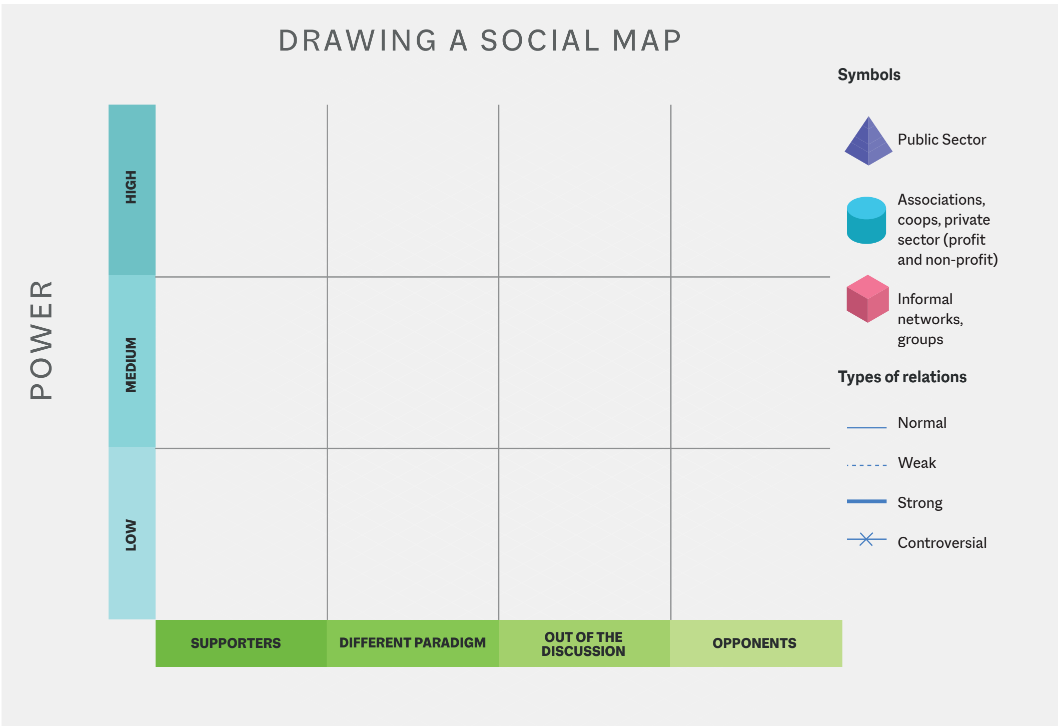
1. Setting a goal gets you started!
2. After establishing the goal, **identifying connections** that can help you advance your goal will provide the momentum to move toward it.
3. Identify the **tactics**, which are about processes, people and mechanisms. Networking **processes** involve finding a common ground. A shared purpose is the glue that binds most networks. It inspires the group and gives it energy. A planning meeting can be simple – a few people with shared interests coming together to talk about their goals, their plans for the community and strategies for working

together. From there, they can develop a list of common values, aspirations and purposes. The **people aspect** of networking tactics is about developing relations through effective communication, active listening, being genuine, showing an interest in others, being willing to approach different types of people and effectively following up with each interaction. **Mechanisms** help you draw a social map to devise your networking strategy.

A powerful tool to identify connections is the participatory drawing of a **social map**, which is **a graphic representation of social links that a group or an organization has.** It is a drawing highlighting the type of relations that a group or the organization has or needs to build with other relevant stakeholders.

- The vertical axis represents **Power**, which is related to the decision-making capacity of each actor with respect to a given topic. The more power an actor has, the higher it should be placed along this axis.
- The horizontal axis is **Interest**, which distinguishes the objectives of each actor or network around the topic they have selected for discussion, e.g. family farming, sustainable farming, etc. In this axis, four types of actors can be identified:
  a. those who support the same idea (SUPPORTERS);
  b. those who have a different idea (DIFFERENT);
  c. those who until now were not involved in the discussion but who are important to bring into it (OUT OF THE DISCUSSION); and
  d. those who are opposed to the idea defended by your organization (OPPONENTS).

Below is an example of how to adapt the matrix to the topic of agroecology and food sovereignty.



The actors on the social map will be identified through the following symbols:

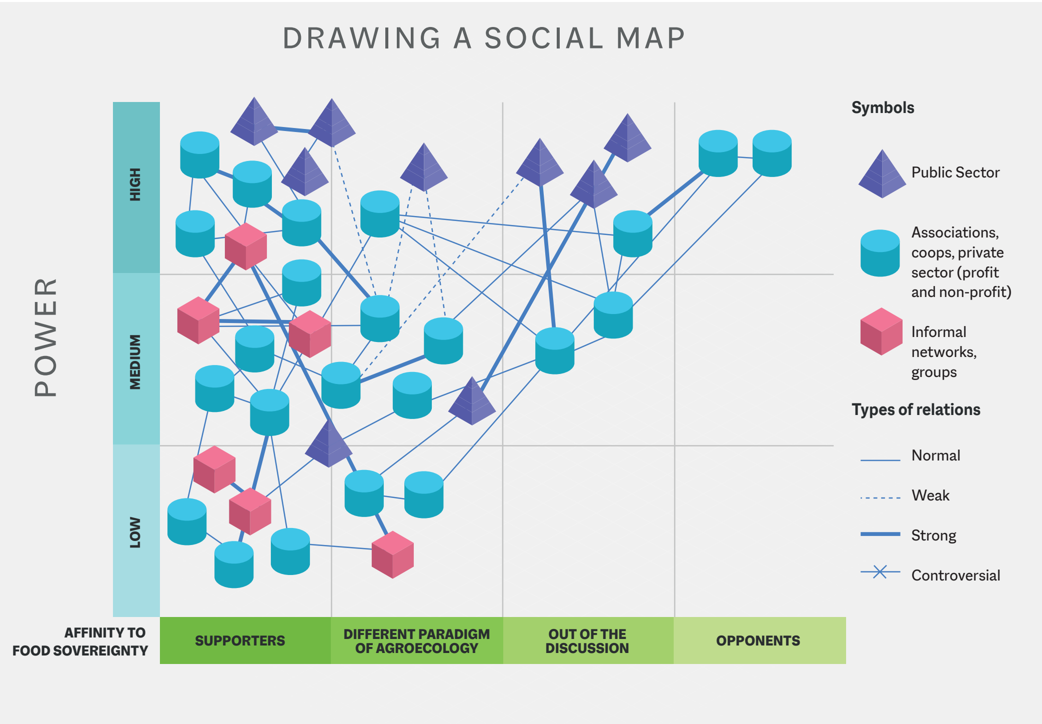
- Public sector or institutions (governments, ministries, administrations at different levels, e.g. local, regional)
- Associations and formally constituted networks (for example, cooperatives, private sector, NGOs, associations, foundations, etc., everything that has a legal entity)
- Actors and/or informal networks (individuals, consumer groups or social movements that have no legal entity)

In the map, it is important to highlight the existing links between the actors using a common visual language. The symbols to be used will be the following:

- Normal relationships
- Weak relationships
- Strong relationships
- Controversial relationships

Below is an example of a social map on the topic of agroecology and affinity with food sovereignty, where many organizations in a single country have been identified.

This shows an interesting knowledge about the social arena.



On the left side of the social map, there is a strong network between *supporters* with low power and many organizations with medium to high power.

In the social arena, strong relations have been highlighted with actors having a different paradigm of agroecology, which include influential public-sector actors as well as actors *out of the discussion* and with some *opponents.*

The map highlights the relations between the different actors. This is important information because it points out potential alliances or conflicts that the organization must consider and care about, or about actors that can act as bridges between our organization and actors with whom they want to reach out.

Some possible strategies can be derived by closely analysing this map:

1. With respect to the actors having a different paradigm on the topic, the strategy would be to reinforce relations that are currently weak or just normal by **finding a common ground that could unite such actors and encourage them to work together toward concrete goals.** In these columns, all levels of power can be found. High-power institutions can be reached directly or through existing networks.
2. Regarding actors that are not currently involved in the discussion, some are in this column, and many of them are in a position of high power. These are important actors to reach and try to bring them toward our visions and proposals. Fortunately, they may have no definite opinion yet and therefore may be more open.
   Strategy: Reach out to actors that haven't been involved in the discussion so far, either directly (if there is a normal relation) or through a common partner. First, try to gain a mutual understanding of the topic, then try to reach an agreement, and, finally, attempt to secure their commitment to your shared goals and vision.
3. The opponents: There are a few, with a lot of power, that do not belong to the public sector but are connected with influential players.
   Strategy: Isolate them. They probably will never get close to the organization's vision. Do not waste time trying to convince or negotiate with them. It is more effective if they feel pressured because the organization can gain other supporters to its goals.

Tips for networking:

- **Meet people through other people**
  The best and easiest way to meet people is through referrals. Hang around with the people you already know and who know the people you are hoping to meet. Being introduced by a mutual friend or acquaintance to someone you want to know or joining in their conversations will likely lead to a warm welcome.

- **Leverage social media**
  Social media is an effective way to get to know important contacts and to make your organization known (Facebook, Linkedin, Instagram).

- **Attend relevant events**
  Choose networking events that are relevant to your goal. Conduct some research in advance; if you know people have been to an event you're interested in, ask them for some feedback. It also is a good idea to find out who else is attending the event you have in mind, as this can give you a good indication as to whether or not it is relevant. Ask the organizer for a guest list or, if the event is being coordinated online, check out who has already agreed to attend. If the confirmed guests have similar experience or interests to you, then the event is likely to be relevant.

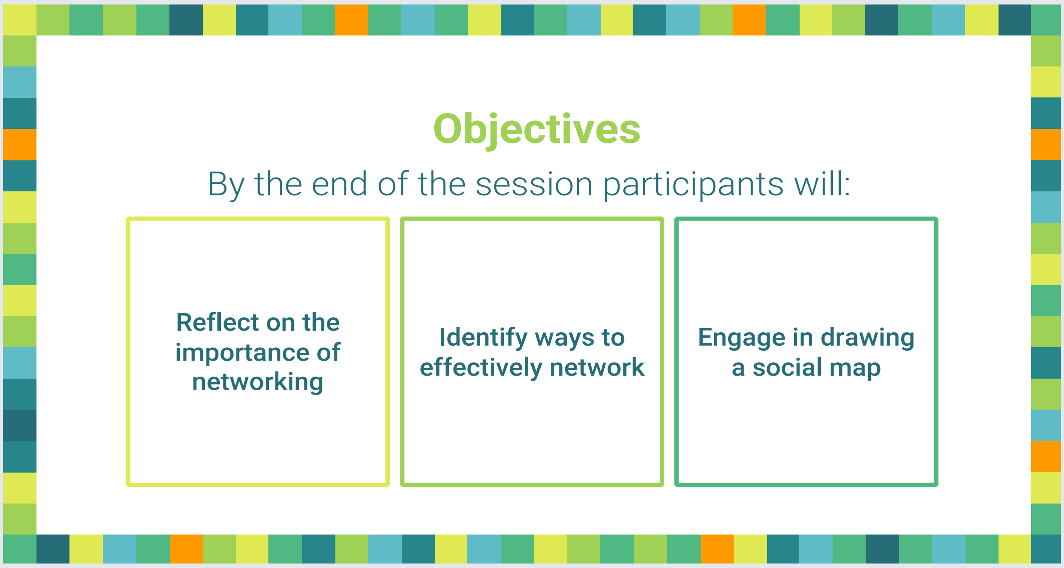
- **Stay in touch with your network**
  Maintaining your existing network is just as important, if not more so, than growing it. If you haven't been in touch with some of your contacts recently, why not send them a brief email, a WhatsApp message or arrange a meeting to catch up? Nurturing these relationships will help to ensure they remain effective and beneficial over time.

Source: The technique to draw a participatory social mapping has been adapted from the methodology developed by the University of Cordoba in the framework of the EU BOND Project, Work Package 2, task 2.1.

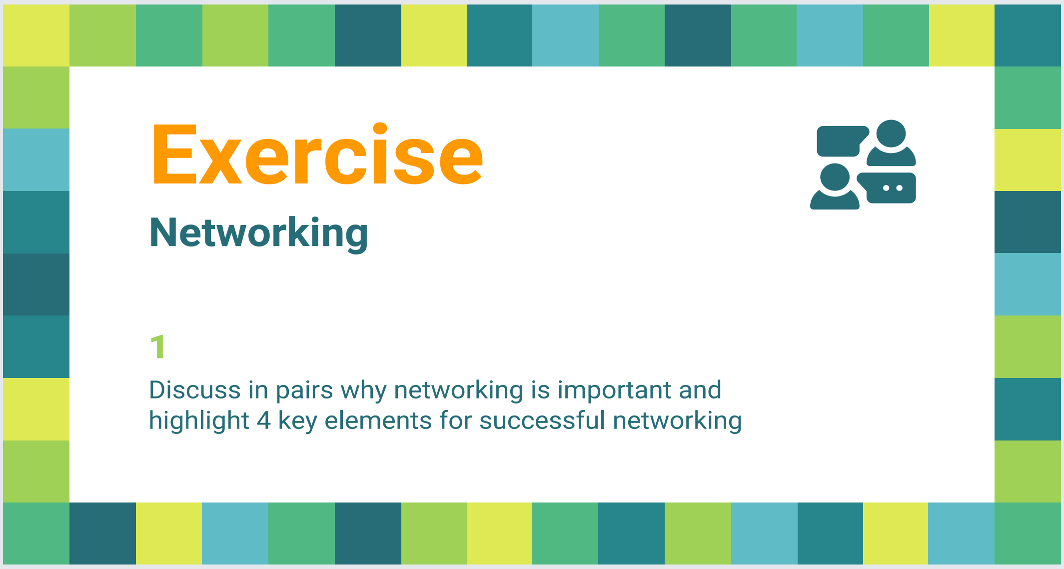
POWERPOINT PRESENTATION

Networking and partnership

Slide 1



Slide 2



Slide 3

What is networking?

For individuals:
Exchange of information, ideas, knowledge and perspectives among people with a common interest ...

For organizations:
Develop relationships with people and organizations that your group or organization may engage with in the future for business, for policy dialogue, etc.

Slide 4

How and where to start

First
Set a goal

Second
Draw a social map

Last
Tactics

Slide 5

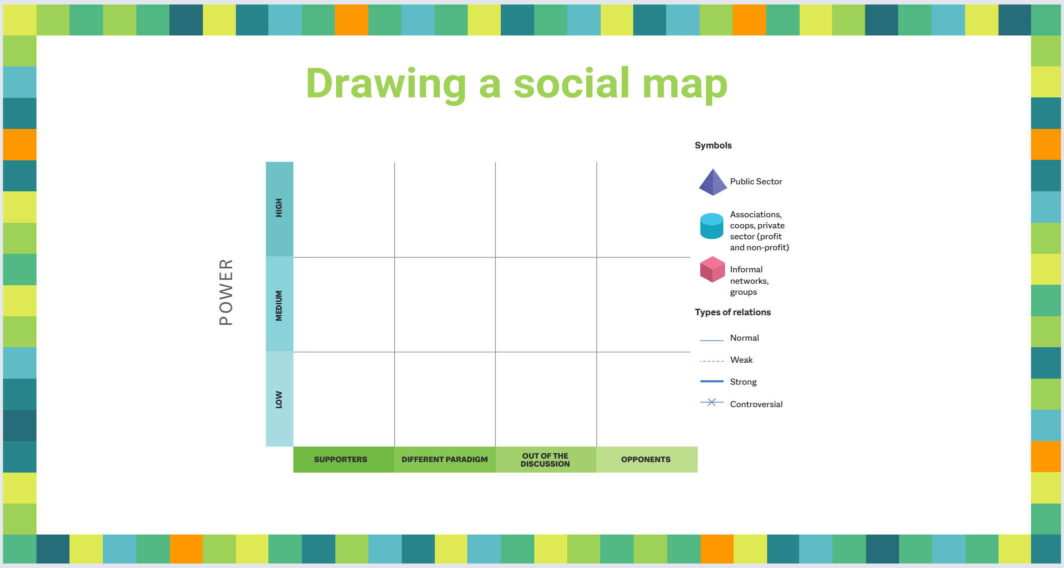
Exercise

In pairs, discuss the following:

“with whom have you negotiated so far or will be negotiating with in a near future...”

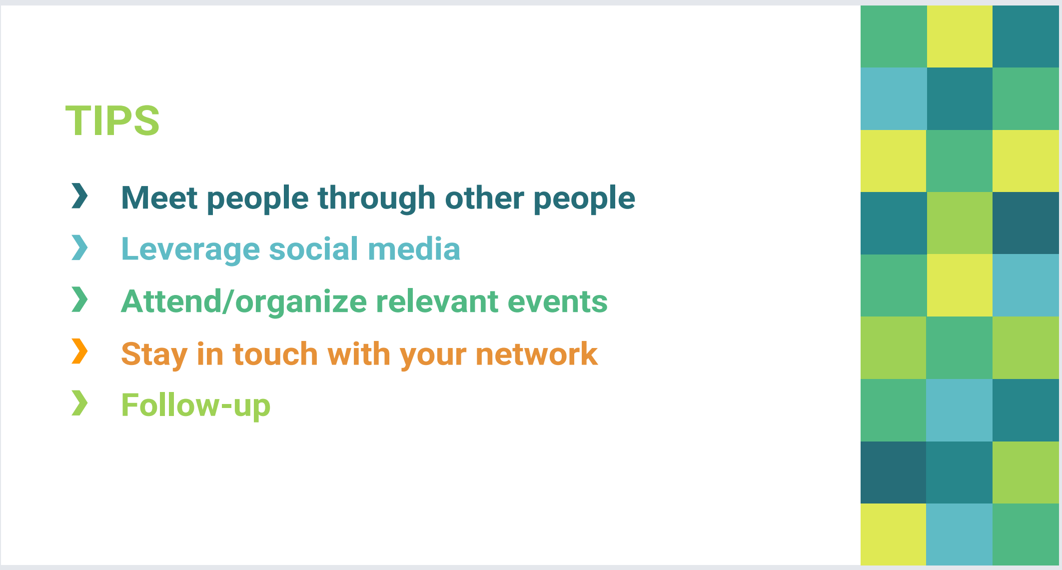
Please make a list.

Slide 6



Slide 7

Slide 8



TRAINING SESSIONS AND MATERIAL

SESSION 15
Dialogue and advocacy

Session structure

Learning objectives:

By the end of the session, participants will:

- explain the nature of a constructive dialogue;
- identify different forms of dialogue among farmers organizations, with government and other stakeholders; and
- reflect on conditions for successful dialogue with government.

Key messages:

Continuous dialogue is a process of engagement with government counterparts and other stakeholders. It is an opportunity where two or more parties speak and listen to each other to help everyone improve and achieve a common goal. A dialogue requires speaking and listening. The parties should have relatively equal power; hence, the farmer organizations need to have legitimacy and weight.

Suggested duration of the session:

1 hour, 30 minutes

Materials needed:

Projector, screen, laptop, markers, flipcharts and tape

Resources:

- PowerPoint presentation
- Technical background

Comments and tips:

It would be important for the facilitator to contextualize as much as possible examples for the mechanisms to dialogue with government. Such mechanisms can vary from place to place. Some research on contextual mechanisms for policy dialogue would be needed before implementing the training.

Additional resources on the topic:

In the area of fisheries, a module on communicating the Ecosystem Approach to Fisheries Management (EAFM) across sectors and through levels of government can be retrieved at: http://www.eafmlearn.org/about-eafm-for-leaders and http://www.eafmlearn.org/eafm-leaders-download-toolkit.

Trainers' notes

Trainer input and ice-breaker activity — 30 minutes

The facilitator will engage the participants in a reflection on "what are the different forms of dialogue" that are possible among organizations, particularly among farmer organizations and government institutions or among farmer organizations. The purpose of this ice-breaker activity is to encourage active learning in participants.

The facilitator will divide participants in pairs or groups (depending on their number).

The participants will discuss the following:

1. What are the different forms we use to dialogue with government and among farmer organizations?
2. Propose two criteria that could define a high-quality dialogue between farmer organizations and the government/other stakeholders.

Each pair/group will have 20 minutes to discuss, agree to and report on a flipchart the results of their discussion.

Plenary discussion **30 minutes**

A person from each pair or group will be nominated to share the results of their discussion in plenary. Each pair or group will have three minutes to present.

Trainer input **20 minutes**

The facilitator will then use the PowerPoint presentation and present the key concepts related to dialogue that will cover the following topics:

- What is dialogue
- The importance of dialogue among Farmer Organizations and the government
- What are the main forms of dialogue: protest/claim, advocacy, negotiation, cooperation
- How to choose the most appropriate form of dialogue
- Mechanisms allowing continuous dialogue

The facilitator can build on the results of the plenary to deepen concepts and strengthen learning.

After the presentation, time will be dedicated to clarify/answer questions from participants.

Technical background

Continuous dialogue is a process that allows a conversation or discussion between two or more parts that share a desire to change a given situation, and it leads to an agreement between the parties.

Dialogue is an occasion to exchange information, think about important matters, and elaborate on a project or service to farmers.

When referring to continuous dialogue with government, it presumes:

- a favourable political system;
- farmer organizations have legitimacy; this depends on the way they represent their members; and
- farmer organizations have the capacity to propose solutions, not only point at problems.

Who are the partners for farmer organizations?

- Local, regional, national or international authorities
- Politicians and officers

Aspects to consider when elaborating a dialogue strategy

- **The social, political and economic context** (the context in which the farmer organization operates).
- **The political partners, allies and enemies** of the farmer organizations (political parties, other FOs, cooperatives, traders, processors, private sector, technical services offered by the government (central, district, local, etc.), NGOs, donors).
- **The internal context** of the farmer organization (this refers to the mobilization capacity of the organization in relation to its membership, its capacity to communicate and write proposals, the eventual support existing if the farmer organization is part of a farmer network, e.g. the existence of an apex organization, the homogeneity or heterogeneity of the membership, and eventual conflicts of interest that may exist).
- **The needs and interests of its members**
  The degree of member participation within a farmer organization depends largely on the impact that the organization has on the daily lives of their members. To have a positive impact on the life of its members, it is important to keep a close dialogue among the FO leadership and its membership. The closer the dialogue between the organization's leaders and its members, the more positive this impact is likely to be.
- **The vision and mission of the farmer organization (FAO, 2013)**
  The vision is a compelling statement that describes what an organization aspires to be or to accomplish in the mid- or long term.
  A mission is an organization's core purpose. It expresses its basic goals, characteristics and values.
  A mission is something to be accomplished, whereas the vision is something to be pursued for that accomplishment.

There are **four major types** of dialogue:

- protest/claim
- advocacy
- negotiation
- cooperation

PROTEST/CLAIM

is the denunciation of a problem and/or the critic of existing public policies. The demands are poorly structured and based only on the interests of members. There is no evidence that the propositions are actually feasible. They use pressure tactics (demonstration, petitions, etc.) and communication strategies that appeal to emotions, such as a human chain or strikes.

This form of dialogue normally happens in a context with low institutional capacity or lack of openness to other forms of dialogue and exasperation of members toward established dialogue channels.

ADVOCACY

is the analysis of the problem and its causes. Demands are more precise and backed by strong arguments. Attempts are made to demonstrate the feasibility of the propositions and their positive consequences for public welfare. There is a search for allies.

An increased use of the official channels has been put in place by the government for the consultation of the civil society, without excluding the use of pressure tactics. Communication strategies are well prepared.

The **advocacy process** can take place in a context where the farmer organizations have the necessary human resources to develop strong arguments. Farmer organizations' leaders can keep their members' actions under control. The government is more open to dialogue.

NEGOTIATION

is an interaction process by which two or more parties in a situation of total or partial interdependence seek to solve one or more problems, leading to an agreement.

Negotiation power implies recognition by the government of the political role and weight of farmer organizations. This political weight depends on farmer organizations' representativeness, on their mobilizing capacity, and on their capacity to influence public opinion and form alliances with other actors.

The government is open to negotiation. Farmer organizations have a real capacity to propose solutions and evaluate counter-propositions made by the government. Farmer organizations' members trust their leaders who negotiate in their name.

COOPERATION

is an open form of dialogue between one or more parties, centred on common matters and implying an exchange of information. Solutions are elaborated on jointly to reach a consensual agreement. Principles and main rules of implementation are elaborated jointly. Sometimes implementation may be done jointly.

Cooperation is similar to negotiation but the parties share more common interests, at least for the concerned matter. Farmer organizations and the government trust each other more.

Different types of dialogue can co-exist

Since reality is complex and cannot always adapt to one of these four pure models, several slightly different variations of these four types exist.

Depending on what is at stake, the same farmer organization can be, at the same time, in an advocacy process and in a cooperation process with the government or with other actors.

Principles for successful dialogue

- Make concrete propositions, not only criticism.
- Understand what is possible and adjust the strategy accordingly.
- Know the objectives of public policies and work toward them.
- Understand the decision-making process and intervene as early as possible.
- Know well your audience, your allies and your enemies.
- Sacrifice, if need be, short-term interests for long-term interests.

Mechanisms allowing a continuous dialogue between FOs and government

- Roundtables bring together all the actors of agriculture and agro-industry:
  - by sector
  - by region
  - by theme or matter

- Bilateral committees where government and FOs work together to move forward precise issues (for instance, MAPAQ-UPA joint committee on advisory services in Quebec)
- Consultative mechanisms before the adoption of laws or policies concerning agriculture
- Joint management of agricultural services

An example is the Financière Agricole (Quebec, Canada), which finances and provides agricultural insurance to producers.

Source: Rocchigiani. 2015. Facilitation guide on negotiation for farmer leaders, based on the material developed by UPADI and FAO in the framework of the TCP project on "Renforcement du rôle des réseaux des organisations professionnelles agricoles et de la pêche dans la sécurité alimentaire au Maghreb" (2014), unpublished document.

Case study: The Landworkers' Alliance and its advocacy experience

Who is the Landworkers' Alliance?

The Landworkers' Alliance (LWA) is a UK-based union of over 1 000 small and family farmers, agricultural cooperatives, land-based community projects and woodland workers. The organization was born out of necessity in 2012 to create a voice for ecological producers and consumers in the United Kingdom. The other National Farmers Union primarily reflects the aspirations of larger, more conventional farms, with little focus on environmental sustainability. The LWA started with a small group of 12 producers and has grown in eight years into a vibrant membership organization that is making a significant impact.

It is a member of La Via Campesina, the international organization of small-scale farmers and agricultural workers unions, which represents over 200 million peasant farmers across the world. By being a member of La Via Campesina, it can network with farmers unions in Europe to lobby for reform of the Common Agricultural Policy. It can also influence international policy by working with the FAO through the Civil Society Mechanism of the Committee on Food Security.

The vision

The goal of the LWA is a future where producers can work with dignity to earn a decent living and everyone can access healthy, affordable food, produced in a way that regenerates the earth for future generations.

How to achieve this vision

The LWA lobbies and advocates for policies that will support the infrastructure and market development that are central to members' livelihoods, as well as mobilizing its membership against policies that would have negative effects on them.

From the environmental impact of farming on soils, water quality and biodiversity, to the price of healthy food outstripping wages, to the loss of over 33 000 small farms in the past decade, the United Kingdom has witnessed a crisis in how food is produced, distributed and sold. The LWA has produced evidence of the detrimental effects of current agricultural policy, including a People's Food Policy, which brings together data of the problems across multiple sectors affecting the British food system. Through research, the

LWA demonstrated that the government policy has been moving in the wrong direction by supporting a programme of farm intensification.

When the LWA was created, it was small and with limited capacity to affect policy decisions, however, by organizing the group into a Union of family farmers, agricultural cooperatives, land-based community projects and woodland workers and creating alliances with key actors, it was possible to reach a critical size and be recognized as a relevant stakeholder on agricultural issues by the government.

Part of the advocacy strategy was to begin creative actions in front of the Agricultural ministry, including a spontaneous feast made from LWA membership homegrown foods. Then, concrete policy proposals were mapped out to support ecological farms, such as *A Sustainable Farming Transition initiative*, a *Local Food Fund*, a *New Entrants Scheme*, a *Horticulture Renewal Programme*, a *Community Supported Agriculture Scheme*, a *Sustainable Farming Training programme*, and a "*Polluter Pay*" programme to support organic farming.

The underlying philosophy proposed by the LWA was an alternative vision of agroecology, where farms produce high yields of food using farming methods that protect soils, water and biodiversity.

Political training sessions to empower the membership to speak directly to politicians were also carried out. As a result of this training, huge numbers of supporters were mobilized to attend consultation events and meet with politicians. To maximize the impact of advocacy, the power structures of where decisions in government are made are mapped out to find the most effective ways to influence, including arranging meetings with high-level ministers and civil servants. One of the most successful strategies adopted by the LWA is bringing decisions-makers to the farms on study tours, because its mission is to amplify the voice of farmers on the ground with the motto "seeing is believing!"

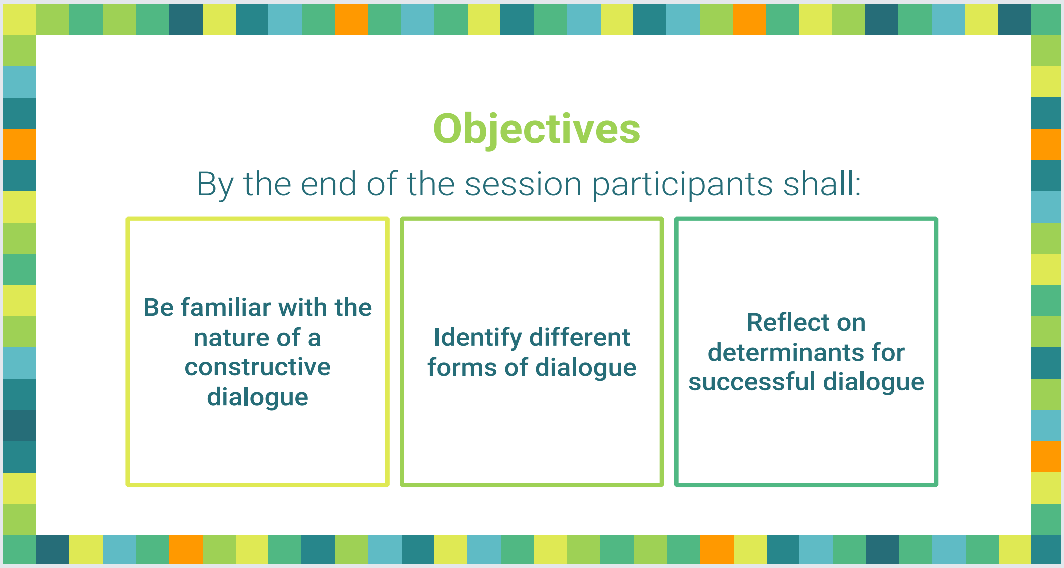
Recently, the LWA has been engaging in the new UK Agriculture Bill by proposing amendments to the bill promoting agroecology and then working with the government to shape emerging policies.

For more information:
www.landworkersalliance.org.uk

POWERPOINT PRESENTATION

Dialogue and advocacy

Slide 1



Slide 2

Slide 3

What is constructive dialogue?

- A conversation or a discussion between two or more parts that share a common will to change a given situation, leading to an agreement between the parties.
- Dialogue is an occasion to exchange information, to think about important matters, to elaborate on a project or a service to producers, etc.

Slide 4

The importance of dialogue between farmer organizations/co-ops and government

Joint construction of public policies

THIS SUPPOSES:

- A favourable political system;
- That farmer organizations have legitimacy; this depends on the way they represent their members; and
- Farmer organizations have capacity to propose solutions and not only to point at problems.

Slide 5

Who are the partners for farmer organizations?

- Local, regional, national or international authorities
- Politicians and officers

Slide 6

Aspects to consider to elaborate a dialogue strategy

- The social, political and economic context
- Its political partners, allies and enemies
- The internal context
- The needs and interests of its members
- Its vision and its mission

Slide 7

Typologies of dialogue

Less collaboration

- Claim
- Advocacy
- Negotiation
- Cooperation

More collaboration

Slide 8

Claim/Protest

What it is:

- The denunciation of a problem and/or the critic of existing public policies
- Demands are less structured and based only on the interests of members
- Lack of openness to other forms of dialogue
- No proof that the propositions are actually feasible
- Use of pressure means (demonstration, petitions, etc.) and of communication strategies that appeal to emotions
- Example of the Human Chain...

Slide 9

Advocacy

What it is:

- Analysis of the problem and of its causes.
- More precise demands, backed by strong arguments.
- Attempts to demonstrate the feasibility of the propositions and their positive consequences for public welfare. Search for allies.
- Increased use of the official means of consultation of the civil society by the government, without excluding pressure.
- Communication strategies appealing to rationality and emotion.

Slide 10

Negotiation

What it is:

Interaction process by which two or more parties in a situation of total or partial interdependence seek to solve one or more problems, leading to an agreement

- Supposes a negotiation power and thus the recognition by the government of the political role and weight of farmer ORGANIZATIONS.
- This political weight depends on farmer ORGANIZATIONS' representativeness, on their MOBILIZING capacity, on their capacity to influence public opinion and to form alliances with other actors.

Slide 11

Cooperation

What it is:

- An open form of dialogue between one or more parties, centred on common matters and implying exchange of information.
- Solutions are elaborated jointly in sight of a consensual agreement.
- Principles and main rules of implementation are elaborated jointly.
- Sometimes implementation may be done jointly.

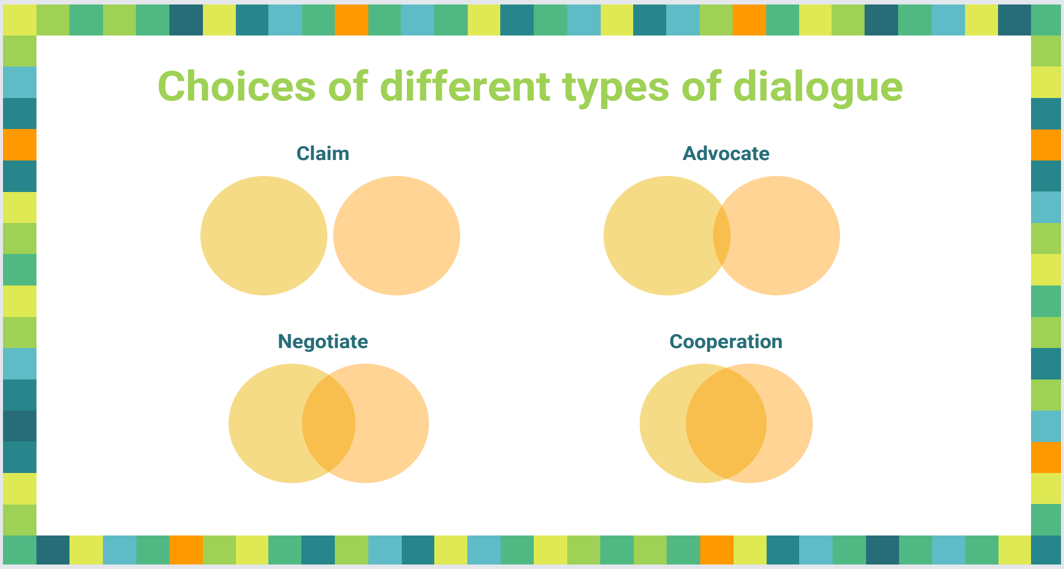
Slide 12

Principles for successful dialogue

- Make concrete propositions, not only criticism
- Understand what is possible and adjust the strategy accordingly
- Know the objectives of public policies and work toward them
- Understand the decision-making process and intervene as early as possible
- Know your audience, your allies and your enemies well
- Sacrifice, if needed, short-term interests for long-term interests

Slide 13

Slide 14



Slide 15

Mechanisms allowing a continuous dialogue between FOs and government

- Discussion tables gathering all the actors of agriculture and of the agro-industry:
  - By sector
  - By region
  - By theme or matter
- Two parties or Committees from Government -Farmer Organizations to discuss precise subjects (for instance: MAPAQ-UPA Committee on counselling services in Quebec)
- Consultative mechanisms before the adoption of laws or policies concerning agriculture
- Joint management of agricultural services
  - Example of the Financière agricole that finances and provides agricultural insurance to producers

Slide 16

Different types of dialogue can co-exist

Since reality is complex and cannot always adapt to one of these four pure models, several slightly different variations of these four types can exist.

Depending on what is at stake, the same farmer organization can, at the same time, be in an advocacy process and in a cooperation process with the government or with other actors.

Source: UPADI-FAO (2014-2015).

SESSION 16
Negotiation – What and how

Session structure

Learning objectives:

By the end of the session, participants will:

- appreciate what negotiation is about;
- identify different strategies and styles of negotiation (linking); and
- identify the phases for an effective negotiation.

Key messages:

Negotiation is a process through which parties can find solutions to problems and it is part of everyday life. Each negotiation is different from the other, but the basic elements do not change. For this reason, it is important to adequately prepare for it. Negotiation is also about people. Based on the styles of the involved parties, negotiation strategies can be tailored and tactics changed.

Suggested duration of the session:

3 hours

Materials needed:

- Projector, screen, laptop, markers, flipcharts and tape
- Copies of the handout Part 1 “What type of negotiator are you?” should be distributed, including the matrix for the analysis of questionnaire responses.
- Copies of the handout Part 2 on scenarios.

Resources:

- PowerPoint presentation “Negotiation: what and how”
- Technical background on the main concepts Part 1 and Part 2
- Handout Part 1 – Questionnaire: “What type of negotiator are you?”
- Handout Part 2 – Scenarios
- Video: https://hbr.org/video/4631884629001/getting-to-yes-across-cultures

Comments and tips:

The session is divided into two slots of one hour and 30 minutes.

- **Part 1:** The first slot ends with the use of the Questionnaire: “What type of negotiator are you?”. This questionnaire is a tool for self-assessment of negotiation skills. Each participant needs to not only to fill it out individually but also to carry out the analysis of the responses. Some calculations, sums and divisions, need to be performed and, depending on the audience, participants may need some help. It is important for the facilitator to move around and support participants who may need some help.
- **Part 2:** The second part of the session is based on scenarios to engage participants in the preparation process of a negotiation. However, depending on the context, the facilitator can develop different scenarios or leave participants free to choose the topic on which they wish to prepare a negotiation.

Additional resources on the topic:

Among the several resources that exist on the topic of negotiation, the following was used to develop this session: **Fisher R.**, Ury W., **Patton B.** 2017. “The art of negotiation.”

Trainers’ notes - Part 1

Trainer input and ice-breaker activity — 10 minutes

The facilitator introduces the concept of negotiation and asks participants to work in pairs to discuss the following question and make a list:

- With whom have you negotiated so far or will you be negotiating in the near future?

Trainer input — 30 minutes

The facilitator will then use the PowerPoint “Negotiation: what and how” - Part 1 and present the key concepts related to this theme covering the following aspects:

- the context in which a negotiation can take place;
- types of agreements from a negotiation; and
- negotiation strategies and styles.

The session is conceived as a dialogue with participants to get their feedback and comments based on their experience of negotiation with governments, traders and other farmers. The facilitator can link his or her presentation to the inputs provided by participants in the initial ice-breaker activity.

Individual work — 20 minutes

The facilitator will then distribute the handout containing the questionnaire “What type of negotiator are you?”. Each participant will need to reflect on each statement included in the questionnaire and tick the statements that reflect his/her point of view. The questionnaire is an important tool to understand the negotiation profile of each participant.

Plenary discussion — 30 minutes

In the plenary, the facilitator will then give instructions for analysis and interpretation of the questionnaire.

After having chosen the sentences, the participant can circle in the matrix provided in the handout the value corresponding to his/her answer. For instance, if the participant has put X for question 1, he/she has to circle the score in the column Machiavel (M) and in the column Naive (N). If he/she has not chosen that answer, no circle is needed. Finally, each participant needs to calculate the total of circles at the bottom of the matrix for each column. Such totals will indicate the personal tendencies. There are four major tendencies defining which type of negotiator a person is: Machiavel, Playful, Easy-going or Realistic. Such tendencies can be obtained by calculating the totals as shown in the table.

Profile	Machiavel	Playful	Easy-going	Realistic
Calculation	$\frac{L+M}{2}$	$\frac{M+N}{2}$	$\frac{N+H}{2}$	$\frac{H+L}{2}$
Total				

TRAINING SESSIONS AND MATERIAL

The personal negotiator profile derives from the two main tendencies:

- Your dominant tendency is the one with the highest score.
- Your subdominant tendency is the one with the second highest score.
- The two other tendencies are not relevant.

After the individual calculation of the scores, the facilitator will ask participants to raise their hand if they had the profile of a Machiavel, then those who had the profile of a Playful, and so on.

Such profiles will help to define the predominant tendencies of each individual. The facilitator needs to underline that it is important to know that different negotiation profiles exist as this will help participants be better prepared for the negotiation. The facilitator also can provoke the discussion by asking whether there are any gender-based differences in people's negotiation styles. **(Do women negotiate better than men?)**

If time allows, the facilitator can show the video on negotiating across cultures, which explains the importance of analyzing the context and the people taking part in a negotiation as approaches and perceptions can vary depending on the culture. The video also can be used to open Part 2 of this session.

Technical background - Part 1

Negotiation is the process through which parties can find acceptable solutions to a problem.

Negotiation is an art that can be learned, and the better the negotiation processes are understood and applied, the more easily negotiations can be concluded to the benefits of both parties.

The context in which a negotiation takes place is relevant, especially if it occurs between farmer organizations and the government. In this case, the government needs to recognize the role of farmer organizations and be open to negotiating with them. On the other hand, farmer organizations need to have the capacity to make solid proposals and evaluate counter-proposals made by the government.

Negotiation can be based on three basic elements:

- determining who is more powerful;
- or determining who is "right";

...but what really matters is addressing the underlying interests of each party (**interest-based negotiation).**

Types of agreement

There are three possible types of agreement in a negotiation:

1. **Concession**
   One of the negotiating parties abandons their position in favour of the other party.
2. **Compromise**
   Each party makes concessions on the issue under discussion. Parties can often "meet each other halfway."
3. **Consensus**
   An agreement based on parties' similar positions and which fully satisfies each party's interests.

Negotiation strategies:

There are four types of agreement that represent four different negotiation strategies:

1. **Winner/loser:** you don't show your full hand for fear of the other, and so that you can exploit all the opportunities the situation offers. This generally concludes in a winner/loser situation or, at least, a suboptimal situation.
2. **Winner/winner:** you lay all your cards on the table without a hidden agenda. With full awareness of the issues at stake, you end up by finding the perfect solution that suits both parties.
3. **Loser/loser:** you're not going down alone. You prefer to lose everything rather than see the other one move forward. This normally happens when the negotiations turn into conflict and the emotional stakes are high (in divorce cases, for example).
4. **Winner/winner/winner:** the discussion is so fruitful that the benefits spread to the community, society and citizens.

Negotiation styles:

There are two major styles of negotiation: adversarial and consensual.

The adversarial style is competitive and argumentative, with winners and losers. The adversarial style concentrates on self-interest, can have a negative effect on the relationship, and is based on set positions.

Each party seeks to "win" the negotiation by having the final agreement more closely resemble their position.

The consensual negotiation style is about joint problem-solving to find an agreed solution, one that:

- appreciates all partners' interests and constraints;
- helps to build the relationship; and
- is based on the underlying interests of each partner.

The purpose of negotiation is not to maintain two conflicting positions but to find ways to satisfy each side's interests, that is, their needs, desires, priorities, concerns and fears.

Positions vs. interests

Interests relate to the deeper motivations of each partner and they are different from positions. Positions are the demands of each party.

Each party's position is motivated by a series of reasons, i.e. their priorities, needs, concerns, fears, desires. The better an agreement satisfies the underlying interests of each party, the better the deal.

The basic problem in interest-based negotiation is not with holding onto conflicting positions, but rather about finding ways to satisfy each side's interests, that is, their priorities, needs, concerns, fears, desires, etc. In this process, it is not about pushing ideas onto somebody, but rather about listening and asking questions to understand more fully the perspectives, reasoning and deeper motivations of others.

When the underlying motivations of each party can be identified, it is possible to:

- widen the options for reaching a joint solution, through the creativity and lateral thinking that comes from joint problem-solving;
- build trust and strong working relationships through mutual understanding and meaningful communication; and

- reach an agreement that satisfies the greatest number of people and adds value for all partners.

Interest-based negotiation:

1. Builds trust through mutual understanding, meaningful communication and strong work relationships.
2. Focuses on revealing underlying interests rather than positions.
3. Widens the options for a solution through the creative and lateral thinking that comes from joint problem-solving.
4. Allows parties to reach an agreement that satisfies interests and adds value for all.
5. Confirms/validates the agreement in an appropriate way.

The **negotiator** is someone trying to satisfy a need or want. Any negotiation is driven by a mix of needs or wants. It is important to know that there are different negotiation profiles, as this will help each party be better prepared for the negotiation. Negotiations can hide attempts to manipulate the other party and influence the outcome; hence, it is important to be aware of one's own tendency as well as to identify the predominant tendency of the person with whom you need to negotiate and adjust accordingly.

There are four major profiles of negotiators:

- the Machiavel, who is a type of manipulative negotiator, very skilled, good at politics and using all means to achieve his or her objectives;
- the Playful, who is reactive, impulsive, intuitive, emotionally expressive but quickly figured out in his/her intentions;
- the Easy-going, who is honest but naïve, dependent on others, respectful, willing and agreeable but who can become cynical if he/she loses trust; and
- the Realistic, who is rational and cooperative. He/she is clear with his/her partners and is an excellent problem-solver and solid negotiator.

Do women negotiate better than men?

Many generalizations exist around the idea that women negotiate better than men because they are more tolerant and have the tendency to listen more than men. However, theory and experience show that good results are independent from gender, race or religion. Good results in a negotiation are obtained when good and correct behaviours are shown and trust is established.

HANDOUT - PART 1

Questionnaire - What type of negotiator are you?

Answer each question spontaneously. If you agree with one of the following sentences, tick the corresponding box. If you do not agree, do not write anything.

"The tasks of a negotiator and negotiation situations seem to vary a lot but they share common points..."

1. In some negotiations, you adopt a cordial attitude to reduce your partner's vigilance.
2. Even though it may lead to the loss of an important advantage, you don't commit to something that you are not sure to keep.
3. When you negotiate with several partners, you try to take advantage of their divisions.
4. You are ready to make concessions when you are negotiating with sympathetic people.
5. In the course of a negotiation, you may lie to find out what is the true position of the other person.
6. In matters that concern you, you try to obtain an agreement that gives you entire satisfaction.
7. When others are asking too much, you pretend to leave so that they will compromise.
8. You think that revealing your goals to the other person at the beginning of the process gives the other person incentives to reveal their objectives.
9. Even though the focus of the negotiation is one issue, you make promises about potential future opportunities so that you win the negotiation.
10. At the beginning of a negotiation, you want to know where the other person wants to go.
11. When your good faith and your point of view seem clear, you do not think that you need to strategize too much.
12. In the course of a negotiation, you take the necessary time to find out what motivates the other person.
13. In the course of a negotiation, you feel confident enough that you can influence and take advantage of the other person.
14. In an important negotiation, you will do whatever you can to achieve your objective, even if it is unethical.
15. You start negotiating side issues when you want to divert your partners' attention.

16. When the negotiation process is blocked, you give as much information as you can, to restart the discussion.

17. When you are not sure of the validity of your arguments, you still present them with confidence to try to erode the certitude of the other party to achieve your objectives.

18. You think that people are overall easy to influence and to convince in the course of a negotiation.

19. You don't start a negotiation process without having thought about propositions that may interest your partners.

20. You refuse to use strategies in the course of a negotiation because you consider that it is not honest.

21. In a negotiation, you are used to clearly saying what you think.

22. You do not hesitate to highlight the other person's weaknesses to put them in a difficult position.

23. Over the course of a negotiation process, you systematically increase your demands to obtain the maximum from others.

24. You think that people are generally not fooled when one hides the truth from them.

Analysis of the questionnaire

To establish your negotiation profile, you can circle in the matrix below the value corresponding to your answer. For instance, if you have put an X in question 1, you have to circle the score in the column Machiavel (M) and in the column Naïve (N). If you do not choose that answer, no circle is needed. Finally, calculate the total of circles at the bottom of the **matrix** for each column.

SCORING MATRIX

Question	Lucid (L)	Machiavel (M)	Naïve (N)	Honest (H)	Question	Lucid (L)	Machiavel (M)	Naïve (N)	Honest (H)
1.		1	1		13.		1	1	
2.	1			1	14.	1	1		
3.	1	1			15.		1	1	
4.			1	1	16.			1	1
5.	1	1			17.	1	1		
6.	1			1	18.		1	1	
7.		1	1		19.	1			1
8.			1	1	20.			1	1
9.	1	1			21.			1	1
10.	1			1	22.	1	1		
11.			1	1	23.		1	1	
12.	1			1	24.	1		1	

	Lucid (L)	Naïve (N)	Machiavel (M)	Honest (H)
Totals				

Your **personal tendencies** define which type of negotiator you are (Machiavel, Playful, Easy-going or Realistic). They can be obtained by calculating the totals in the following table.

Your personal tendencies:

Profile	Machiavel	Playful	Easy-going	Realistic
Calculation	$\frac{L+M}{2}$	$\frac{M+N}{2}$	$\frac{N+H}{2}$	$\frac{H+L}{2}$
Total				

Your personal **negotiator profile** ensues from your two main tendencies:

- Your dominant tendency is the one with the highest score.
- Your subdominant tendency is the one with the second highest score.
- The two other tendencies are not very important as far as you are concerned.

Here are the four negotiator profiles:

Machiavel	**Lucid and Manipulative**	A skilled and formidable negotiator, good at politics. However, if he overuses his talents this may lead to distrust.
Playful	**Manipulative and Naïve**	Negotiator who thinks he is smart but who is quickly figured out by his partners.
Easy-going	**Naïve and Honest**	Honest negotiator who can fall into cynicism when he sees that other partners are not as honest as him.
Realistic	**Honest and Lucid**	Solid negotiator, clear with his partners. This tendency, associated with a bit of the Machiavel tendency, represents in Western Europe and North America the profile of the good negotiator.

Source: http://www.intellego.fr/soutien-scolaire-grande-ecole/aide-scolaire-communication/test-de-vente-et-de-negociation-test-sur-quel-negociateur-etes-vous-/23498

Trainers' notes – Part 2

Trainer input **30 minutes**

The facilitator will then use the PowerPoint "Negotiation: what and how" – Part 2 and present the key concepts related to:

- the phases of a negotiation process;
- how to prepare for a negotiation process; and
- how to implement a negotiation process.

Group work **30 minutes**

The facilitator will form three or four negotiation teams, depending on the number of participants. Each team will have 40 minutes to discuss and agree on the preparation process for the negotiation and on the key messages that need to be delivered. The topics of negotiation can be based on the following scenarios or on topics chosen by the participants.

Each team will nominate a person who will report results back for the plenary discussion (10 minutes per team). The following scenarios can be provided (one per team) to facilitate the preparation.

Scenario 1: Your organization wishes to obtain legal recognition to have access to government programmes or donor programmes, such as school feeding programmes, capacity-development programmes, etc. You need to discuss internally within your organization and prepare an appropriate negotiation strategy.

Scenario 2: You wish to formally transform the farmer group into a registered entity. Discuss in your group the most appropriate strategy to prepare for this negotiation.

Scenario 3: Some members of your organization are struggling to build a resource base and would like to access loans from local banks. However, the interest rates requested are too high and the bank is not necessarily interested in having your members as clients. The members ask the organization leaders to engage in a negotiation process with local banks. Discuss and agree in the group on the preparation process for this negotiation.

Scenario 4: Your organization has different types of members who need different types of training in the following areas: saving and loans, marketing, and social mobilization. You are the organization's leaders and need to prepare for this negotiation with the appropriate government service or donor representative. Discuss and agree in the group what steps you need to take to be able to carry out this negotiation.

Plenary discussion **30 minutes**

The facilitator will give the floor to each team to present the results of their discussion and can comment using the content of the slides to see if the preparatory steps of the negotiation process are reflected.

Technical background – Part 2

There are three major phases in a negotiation:

- preparation
- implementation
- conclusion.

How to prepare for a negotiation

The preparation phase of the negotiation is crucial to a successful outcome. The preparation is a diagnostic process where the **following aspects** of the negotiation are clearly identified.

The **purpose** concerns the points that need to be negotiated before reaching an agreement. In fact, when negotiating, the first step is to agree on what the purpose is, which defines the areas of mutual interest. Without this, there can be no dialogue and therefore no negotiation. It is crucial to outline:

- the concessions that you think you are able to achieve from the other party;
- the minimal conditions without which no agreement can be reached; and
- the aims of the negotiation (what you are initially hoping for).

The internal and external context of the negotiation: what makes up the background of the negotiation (socioeconomic, regulatory, political, cultural and physical environment, strategic coherence, resources available, groups, coalitions and alliances).

What is at stake: what are we able to win or lose in the negotiation, so how the interests, worries, expectations, constraints, risks and aims could be influenced. The factors may be financial, material, technical, political, relational, etc. It is also important to analyse what factors the other party are concerned about, as well as those that concern you. You also have to evaluate how strategically important this negotiation is for you and for the other party to determine how much time and energy to invest as well as evaluate the power relations between you and them.

Power relations: Analyse who holds the power in each party (what is the extent to which they can pressure other parties, reward them, influence them, etc.) and their relative importance. Research and analyse alternative solutions: What is plan B if the current negotiation does not lead anywhere? It is important to understand the **power relations** or the type of interactions among the different groups involved in the negotiation and the ability of a party to control the other.

The negotiator profile is also another aspect that needs careful attention. Who is going to be the representative at the negotiating table (the President? Other leaders? Executive secretary? Analyst or expert?). What do we know or what can we find out about them? What is their personality type (more or less extrovert, impulsive, etc.), their usual attitudes, their negotiating style, etc.? What type of relationship do we have with them? How friendly and trusting are they? What are their parameters of autonomy? The choice can be based on duties but also on negotiating skills. How well do they speak the interlocutor's language? Do we need technical expertise at the table? What positions will each delegation member take at the negotiating table?

In every preparation process, a **test** should be conducted to try and find answers to the following questions: Can an agreement be realistically reached to satisfy my core interests and those of the other party? If yes, does the potential agreement seem more advantageous than our alternative best solution and that of the other party? Basically, is it worth negotiating?

Choice of the approach and negotiation strategy

We have two major strategies: adversarial or consensual one.

In the adversarial approach: the initial offer is prepared and the goal is to reduce the other party's expectations.

In the consensual approach: we need to decide what type of concessions we are ready to make. What information will we give regarding our own interests? What questions should we ask to understand the other party's interests better?

Logistics
When would be the best time to hold the negotiation? How much time is it worth allocating to the negotiation? What should the agenda be?

How to implement a negotiation

In the **initial contact** with the other party, it is important to define the aims of the negotiation and foster a relationship of trust.

Questions and consultation

A good negotiator explores common interests through expressing the message clearly, active listening, suspending internal judgment and not interrupting his or her negotiation partners. He/she avoids positional responses; instead of using "yes, BUT... responses," he/she uses "yes AND...type of responses."

Reformulation

He/she provides a constant summary and feedback of the various points to ensure mutual understanding of the interests at stake. A good negotiator offers additional details if necessary and paraphrases to underline what joins the two parties instead of emphasizing what divides them.

Party's initial proposal

The initial proposal needs to be communicated in a concise, clear and direct way. The tone of voice is also important to give it strength. It needs to be communicated without hesitation. Then it can also be followed by short explanations to avoid allowing the interlocutor to divert the attention.

Discussion and adjustment

Offers and counter-offers can follow to gradually reach a compromise. It is possible to proceed:

- sequentially, point by point: each point must be resolved before passing on to the next one;
- immediately with the easiest points, keeping the difficult ones to the side to be dealt with at the end; and
- by dividing a particular issue into sub-points when it cannot be resolved as a whole.

Among the tactics that can be used is reducing the expectations of the other party, proposing several alternative solutions to the same problem, creatively adjusting the negotiation by broadening the issues, and allowing for solutions of mutual benefit.

Formulation of agreement or admission of failure

At the end of this process, it is relevant to return to the objective criteria and evaluate the solutions proposed to formulate an agreement or just to admit failure.

Sources: FAO-UPADI training material on "Strengthening mechanisms for dialogue and negotiation among key actors" developed and adjusted within the framework of different FAO TCP Regional and National Projects for the Maghreb region, Egypt, Oman, Lebanon, Sudan; Fisher R., Ury W., Patton B. 2017. "The art of negotiation."

HANDOUT – PART 2

Preparing for a negotiation

Each team will have 30 minutes to discuss and agree on the preparation process for the negotiation.

Scenarios

Scenario 1
Your organization wishes to obtain legal recognition to have access to government programmes or donor programmes such as school feeding programmes, capacity-development programmes, etc. You need to discuss internally within your organization and prepare an appropriate negotiation strategy.

Scenario 2
You wish to formally transform the farmer group into a registered entity. Discuss in your group the most appropriate strategy to prepare for this negotiation.

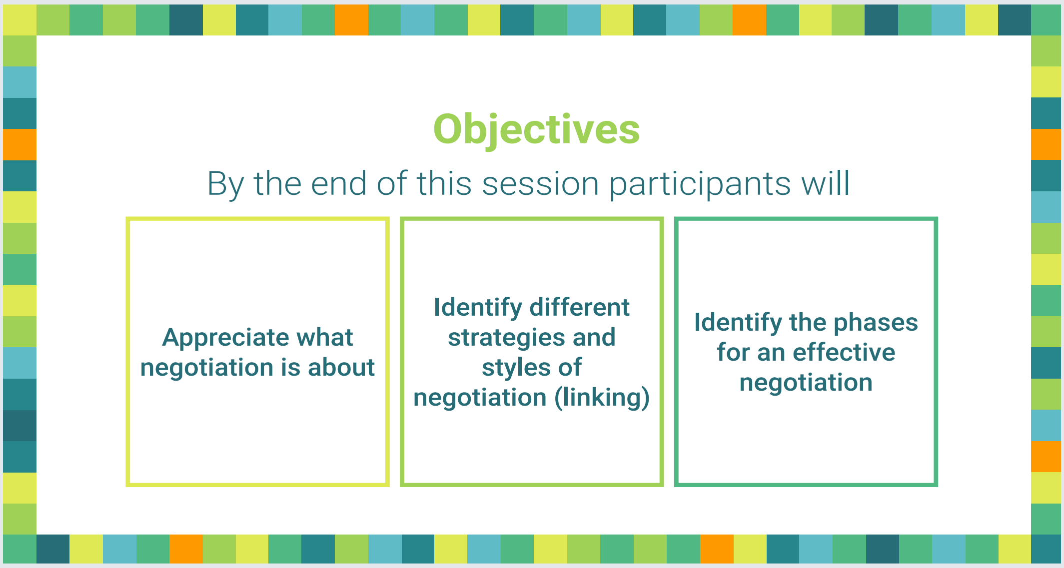
Scenario 3
Some members of your organization are struggling to build a resource base and would like to access loans from local banks. However, the interest rates requested are too high and the bank is not necessarily interested in having your members as clients. The members ask the organization leaders to engage in a negation process with local banks. Discuss and agree in the group on the preparation process for this negotiation.

Scenario 4
Your organization has different types of members who need different types of training in the following areas: saving and loans, marketing, and social mobilization. You are the organization leaders and need to prepare for this negotiation with the appropriate government service or donor representative. Discuss and agree in the group what steps you need to take to be able to carry out this negotiation.

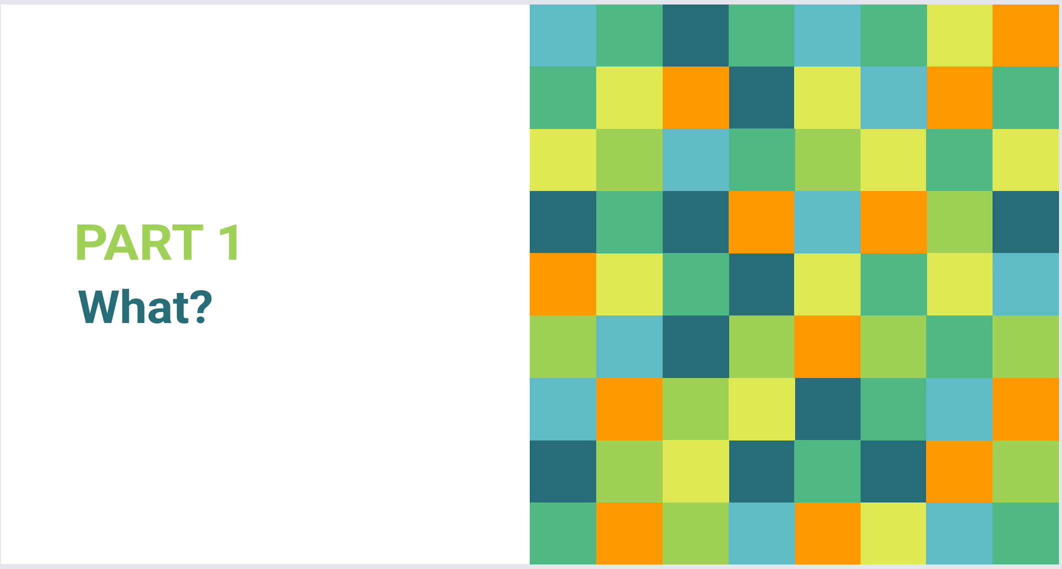
POWERPOINT PRESENTATION

Negotiation: What and how – Part 1 and Part 2

Slide 1



Slide 2



Slide 3

Negotiation and Dispute

A **negotiation** is:

An **interactive** process by which **two or more parties** try to **resolve** a dispute to reach an **agreement.**

A **dispute** is:

A disagreement resulting from a difference of opinion or a conflict of interest between two or more people.

Slide 4

Exercise

In pairs, discuss the following:

"with whom have you negotiated so far or will be negotiating with in the near future …"

Please make a list.

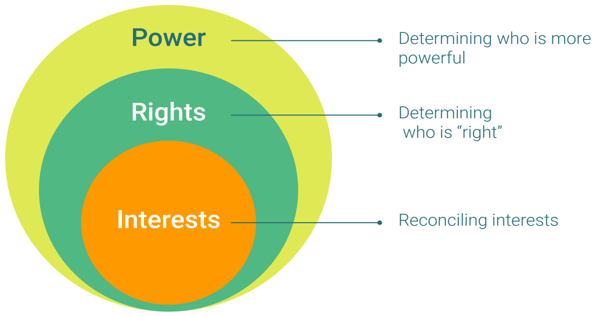
Slide 5

Context in which negotiation can take place

- Implies bargaining power and recognition of farmer organization's role.
- The government is open to negotiation.
- Farmer organizations have capacity to make proposals and evaluate counter-proposals made by the government.
- Farmer organization members have confidence in their leader-negotiators.
- Facilitation of favourable policies.

Slide 6

Negotiation can be based on:



Slide 7

Possible types of agreement

Concession
One of the negotiating parties abandons their stance in favour of the other party.

Compromise
Each party makes concessions on the issue under discussion. Parties can often “meet each other halfway.”

Consensus
An agreement based on parties’ similar positions and which fully satisfies each party’s interests.

Slide 8

Negotiation strategies

Types of agreement		
1. Winner - Winner	I win / You win	I win / You win
2. Winner - Loser	I win / You lose	I lose / You win
3. Loser - Loser	I lose / You lose	I lose / You lose
4. Winner - Winner - Winner	I win / You win / And others too	I win / You win / And others too

Slide 9

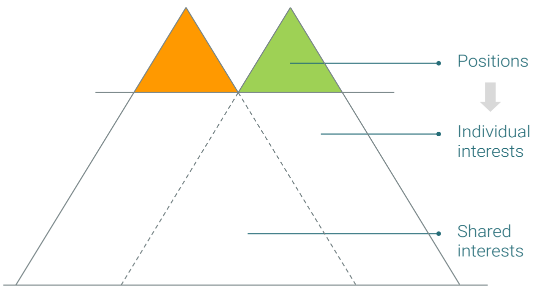
Negotiation styles

Adversarial	Consensual
Argument	Conversation
Winners and losers	Joint problem solving to find agreed solutions
Concentrates on self-interest	Appreciates all partners' interest and constraints
Likely negative effect on relationship	Helps to build relationship
Based on set positions	Based on underlying interests

the partnering initiative

Slide 10

"Positions" Vs. "Interests"



- **Position** – the first solution or demand presented by someone, often dogmatic and usually inconsiderate of others.
- **Interest** – the deeper motivations (e.g. drivers, priorities, hopes, fears, needs) underlying what people say they want in order to be satisfied.

Identifying **underlying motivations** creates room to explore a **wider range of options** from which to compile a solution that **satisfies the most number of people.**

the partnering initiative

Slide 11

Questionnaire:

What is your negotiating profile?

Statement	Lucid	Machiavel	Naive	Honest
1		1	1	
2	1			1
3	1	1		
4			1	1
5	1	1		
6	1			1
7		1	1	
(...)		1	1	
24	1		1	
Total				

Slide 12

PART 2
How?

Slide 13

Phases of a negotiation

1	2	3
Prepare the negotiation	Carry out the negotiation	Conclude

Slide 14

How to prepare a negotiation

Purpose	**What? Why? Who?** Diagnostic
Context	
What is at stake?	
Power relations	
The negotiator	
The test	**Is it worth it?**
Choice of strategy and approach	**Negotiation style**
Logistics	
Communication plan	

Slide 15

How to prepare a negotiation

Purpose
- Common general aims of both parties
- Expected concessions
- Minimal conditions
- Initial expectations

Context

Socioeconomic, regulatory, political, cultural and physical environment, strategic coherence, resources available, group, coalitions and alliances

What is at stake? For us and them
- Strategic factors in play: financial, material, technical, political, rapport, psychological, etc.
- What is the strategic importance of this negotiation?

Power relations
- Who has the power in each party?
- What is our plan B?

The negotiator
- The profile
- Our relationship with them

Slide 16

How to prepare a negotiation

1. Initial contact
2. Questions and consultation
3. Reformulation
4. Parties' initial proposal
5. Discussions and adjustment
6. Formulation of agreement or admission of failure

Slide 17

Closure of the negotiation

- Review original common objectives: have they been achieved?
- Reformulate conditions of agreement: both parties check with each other that they have been clearly understood
- Establish a strict timeline for follow-up
- Make sure that the interlocutor is ready to "sell" the agreement to their organization
- Remember to put the agreement in writing
- Do not forget that closure in this negotiation may only be the beginning of another!

Closure, final reflection and evaluation

Objective:

- to provide a formal end to the training;
- to encourage participants to carry out their action plans once they are back to their daily lives;
- to help participants consider what is important about what they have just learned and how it might be helpful to them; and
- to collect feedback from participants on the training and knowledge gained.

Suggested duration of the session:

55 to 60 minutes: 30 minutes for the closure, 10 minutes for the final reflection, and 15 to 20 minutes for the evaluation

Materials needed:

- a PowerPoint presentation or a briefing note prepared for the speaker;
- laptop computer and projector (if a PowerPoint presentation is used); and
- post-training evaluation questionnaire.

Resources:

None

Additional resources on the topic:

None

Trainers' notes:

Steps suggested to conducting the part on closure:

1. Make closing remarks for the training session.
2. Distribute certificates of attendance to the participants.

Comments and tips:

An entertaining way to distribute certificates to participants is to give each participant one certificate without looking at the name marked on the certificate. Each participant will have to discover who the certificate is for and provide it to the owner and congratulate him or her. This creates a dynamic atmosphere and a lot of energy.

Steps suggested to conducting the final reflection:

1. Explain the purpose of the session.
2. Invite the participants to get into a comfortable position with their eyes closed.
3. Ask participants to reflect quietly for about five minutes on what is important about what they have just learned and how it might be helpful to them.
4. Next, say a keyword or phrase that relates to the main ideas that have been covered in the training, and ask participants to reflect on the word for a few minutes.
5. Repeat one or two more keywords or phrases, leaving a couple of minutes for reflection each time.

6. Gather the group into a circle and invite them to share what they believe are the most important or valuable aspects of the ideas they have just reflected on, and how they can best use these ideas in their own situation.

Comments and tips:

- The facilitator can choose a different technique to facilitate the reflection according to the type of group or culture.

Steps suggested to conducing the evaluation:

1. Explain the purpose of the session.
2. Provide the participants with an evaluation questionnaire to fill in.

TRAINING MATERIAL

Post-training evaluation questionnaire

Please help us evaluate the training by completing this questionnaire. Please answer each question honestly and to the best of your ability. We will use your feedback to improve our future events. Thanks!

Name (optional):
Type of organization:
Job title/role:

ABOUT THE FORMAT OF THE TRAINING:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The training was well organized.					
2. The objectives of the training were clearly defined.					
3. The objectives of the training were coherent with my needs.					
4. The training met its objectives.					
5. I will be able to apply the knowledge learned.					
6. The length of the sessions was adequate.					
7. The trainer was knowledgeable.					
8. The content was well organized and easy to follow.					
9. Class participation and interaction were encouraged.					
10. All questions raised by participants were answered appropriately.					

WHAT IS YOUR OVERALL ASSESSMENT FOR THE TRAINING?

Excellent	Good	Average	Poor	Very poor

TO WHAT EXTENT DID YOU GAIN CONFIDENCE IN THE FOLLOWING TOPICS?

	Not at all	Not well	Neutral	Well	Very well
Session 1 – Groups and organizations as complex systems					
Session 2 – Self-confidence					
Session 3 – Management and leadership					
Session 4 – Leadership styles					
Session 5 – The concept of shared leadership and equity					
Session 6 – Conflict management					

	Not at all	Not well	Neutral	Well	Very well
Session 7 – Cooperatives principles and values					
Session 8 – Building a common vision					
Session 9 – Part 1: Participatory analysis of organizational performance					
Session 9 – Part 2: Participatory analysis of organizational performance					
Session 10 – The performance assessment questionnaire					
Session 11 – Providing advisory services to farmers					
Session 12 – Developing strategies and an action plan					
Session 13 – Part 1: Communication for collaborative action					
Session 13 – Part 2: Communication for collaborative action					
Session 13 – Part 3: Communication for collaborative action					
Session 14 – Networking and partnership					
Session 15 – Dialogue and advocacy					
Session 16 – Part 1: Negotiation – What					
Session 16 – Part 2: Negotiation – How					

ABOUT THE USEFULNESS OF THE TRAINING:

	Weak	Fair	Good	Very good
The training was useful from my job's perspective.				
Did you gain new knowledge and skills from the training?				
How much will the knowledge and skills learned change your way of working?				
What do you consider was the most useful and why?				
What do you consider was the least useful and why?				
Please indicate one thing you plan to do differently after taking this training workshop.				
Is there anything that was not covered in the sessions but should have been? If so, please list.				
Were your expectations met?				
Further suggestions				

TRAINING SESSIONS AND MATERIAL

ANNEX 1
Training of trainers on farmer organizations performance, equity, governance and negotiation

26-29 September 2018
Escuela de Participacion Ciudadana, Cordoba, Spain, Avenida de Rabanales

AGENDA

DAY 1 - Bonding The organization as a group: values and vision		
09.00	09.45	Opening and introductions
09.45	11.00	**S1: The organization as a group**
11.00	11.30	Coffee break
11.30	13.00	**S2: Emotional space and conflict transformation**
13.00	14.00	Lunch
14.00	15.30	**S3: Principles and values of farmer organizations**
15.30	15.45	Coffee break
15.45	17.00	**S4: Building a shared vision**
17.00	17.20	Reflection log

DAY 2 - Bonding and Bridging Performance assessment and advisory services		
09.00	09.30	Debriefing and highlights
09.30	10.30	**S5: Analysis of organizational performance. Presentation of the framework, Group work 1**
10.30	11.00	Coffee break
11.00	12.30	**S6: Analysis of organizational performance - Group work 2**
12.30	14.00	Lunch
14.00	15.00	**S7: Provision of advisory services**
15.00	15.30	Coffee break
16.00	17.00	**S8: The performance assessment questionnaire**
17.00	17.30	Reflection log - day 2 and tips for trainers

DAY 3 - Bridging and linking Communication, dialogue and advocacy		
09.00	09.30	Debriefing and highlights
09.30	10.30	**S9: Developing strategies and an action plan**
10.30	11.00	Coffee break
11.00	12.30	**S10: Communication with different stakeholders' groups and media: tools and techniques**
12.30	14.00	Lunch
14.00	15.30	**S11: Practicing communication**
15.30	16.00	Coffee break
16.00	17.00	**S12: Constructive dialogue and typologies**
17.00	17.30	Reflection log - day 3 and tips for trainers

DAY 4 - Linking Negotiation and individual planning		
09.00	09.15	Debriefing and highlights
09.15	10.45	**S13: Advocacy for farmer organizations. The experience of LVC at national, regional, global level**
10.45	11.00	Coffee break
11.00	12.30	**S14: Advocacy for farmer organizations. The experience of LVC at national, regional, global level (continuation)**
12.30	13.30	Lunch
13.30	15.00	**S15: What is negotiation? What type of negotiator are you?**
15.00	16.00	Action planning
16.00	16.30	Video, evaluation and closure

ANNEX 2
Training of trainers on farmer organizations performance, equity, governance and dialogue

6-7 February 2019
Coventry University, UK

AGENDA

DAY 1 - Bonding The organization as a group: values and vision		
09.00	09.45	Opening and introductions
09.45	11.00	**S1: The organization as a group**
11.00	11.30	Coffee break
11.30	13.00	**S2: Principles and values of farmer organizations**
13.00	14.00	Lunch
14.00	15.30	**S3: Building a shared vision**
15.30	15.45	Coffee break
15.45	17.00	**S4: Analysis of organizational performance. Presentation of the framework, Group work 1**
17.00	17.20	Reflection log – Tips for trainers

DAY 2 - Bridging and linking Performance assessment, planning and dialogue		
09.00	09.30	Debriefing and highlights
09.30	10.30	**S5: Analysis of organizational performance – Group work 2**
10.30	11.00	Coffee break
11.00	12.30	**S6: Developing strategies and an action plan**
12.30	14.00	Lunch
14.00	15.00	**S7: Constructive dialogue and typologies**
15.00	15.30	Coffee break
16.00	17.00	Individual action planning
17.00	17.30	Certificates and closure

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Social capital is a key factor that concerns the ability of people to cooperate for common goals. What we have learned over the past decades, from organizational experiences in developing countries and countries in transition, is that physical and human capital accumulation by itself is not sufficient to induce development. Investments in physical capital (infrastructure and equipment) and human capital (skills development) are necessary conditions, but they are far from sufficient; they need to be complemented with the development of social capital (Stiglitz, 1998).

This Learning Guide for Trainers focuses on "Empowering farmers through the creation of social capital," recognizing the fundamental role that social capital plays for healthy and sustainable organizations. Encouraging farmers and their groups to form associations or federations enhances their capacities to learn from each other, exchange reliable information about what works and what does not work, and monitor the accountability of their members.

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