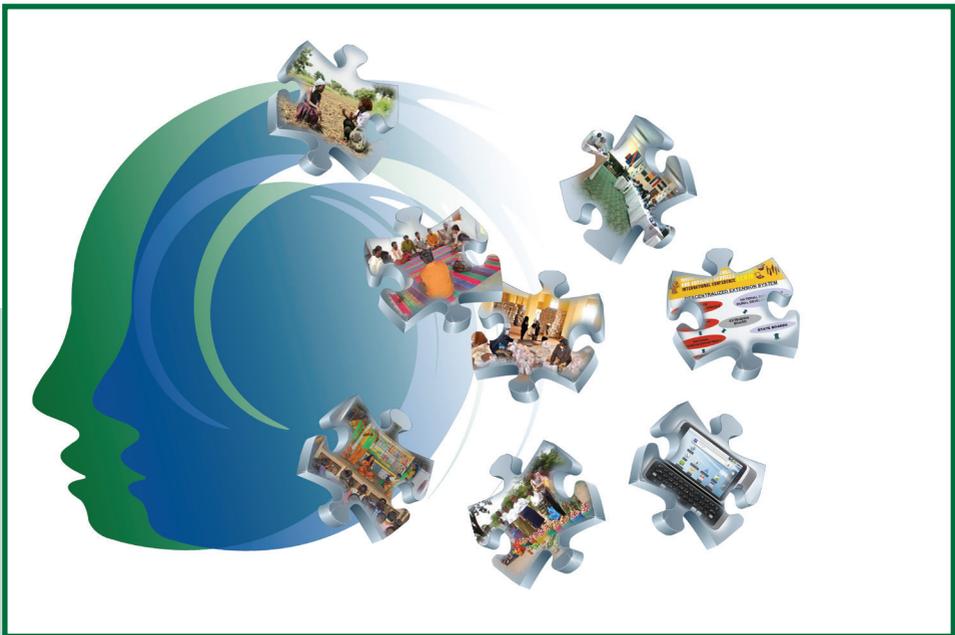


Module 7: Introduction to Facilitation for Development



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In 2012 GFRAS developed the “New Extensionist” document, which details the role that extension plays in an agricultural innovation system, and the strategies and capacities needed (at individual, organisational, and system level) <http://www.g-fras.org/en/activities/the-new-extensionist.html>. Based on this document the GFRAS Consortium on Extension Education and Training emerged to promote the New Extensionist, mainly through training, curricula review, and research on extension.

The Learning Kit contains 13 modules designed for self-directed, face-to-face, or blended learning and can be useful resource for individual extension field staff, managers, and lecturers.

The Introduction to Facilitation for Development module is developed as part of the New Extensionist Learning Kit <http://www.g-fras.org/fr/652-the-new-extensionist-core-competencies-for-individuals.html>.

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1. Before you begin

1.1 General instruction

This module should be used in conjunction with the workbook provided. As you read through the module, you will find different visual features that are designed to help you navigate the document.



Figure 1: Icons used to highlight important information throughout the manual

The module makes use of keywords (difficult or technical words that are important for you to understand). To ensure that you receive the full benefit from the module, keywords will be marked the first time they occur and defined in a box containing the keywords symbol. Make sure that you read the definition of any words that you are unsure about.

1.2 Activities

Each session in the module will contain various types of activities to help you become knowledgeable and competent. The module contains three types of activities:

A **pre-assessment** is to be completed before reading through the module overview and introduction, and a **post-assessment** is to be completed once the entire module has been covered. This will measure the degree to which your knowledge has improved by completing the module.

Each session contains one or more **session activities** to be completed, in the workbook, where indicated in the module. These activities measure your ability to recall and apply theoretical knowledge.

At the end of each study unit a **summative assessment** needs to be completed. These assessments are longer than the session activities and will test your knowledge on all the work within the study unit.

1.3 Assessment instructions

Keep the following in mind before doing any of the assessments:

- All assessments are to be completed in the provided workbook.
- The manual contains all relevant information you will need to complete the questions, if additional information is needed, such as the use of online sources, facilities will be made available.
- Work through the activities in a study unit and make sure that you can answer all the questions before attempting the summative assessment. If you find that you are not certain of any part of the training material, repeat that section until you feel confident.
- The summative assessment must be done under the supervision of your trainer at the end of your learning period.

Module 7: Introduction to Facilitation for Development

Module outcomes

After completing this module, you will be able to:

1. Explain the concept of facilitation for change as a core function of extension profession in the agricultural innovation systems (AIS):
 - Describe the attributes and competencies you will need to become a good facilitator of change; and
 - Discuss the technical skills needed to be a facilitator.
2. Employ appropriate methods and tools of facilitating change in individuals, groups and organisations:
 - Use tools for self-discovery;
 - Manage group dynamics; and
 - Support organisations in continual learning to adapt to change.
3. Design processes and methods of facilitating innovation platforms (IPs) and other multi-stakeholder engagements:
 - Apply tools for stakeholder identification and visioning;
 - Explain different models of IPs and multi-stakeholder engagements; and
 - Explain how to organise evidence for policy action.
4. Explain the importance of brokering strategic partnerships, learning alliances and networks in fostering innovation:
 - Identify critical links to match possible cooperation partners;
 - Explain knowledge brokering and create linkages with markets;
 - Coordinate pluralistic service provision within the AIS;
 - Explain the concept of action learning and reflective practitioners; and
 - Know how to network.

Module overview

The goal of agricultural extension professionals is to influence **development** change in the societies where they work. In the AIS context, this change will happen when good relationships are formed. A new extension approach that aims at participatory and group learning as well as networking, where the extensionist acts as a facilitator is needed. It is important that you, as the extension professional, try to develop good **facilitation** skills to increase your effectiveness in this approach..

Development: A process in which someone or something changes from one state to another to improve the situation.



Facilitation: The process of helping individuals and groups of people to identify their objectives and find ways of addressing difficult challenges to achieve their goals.

Module introduction

This module introduces you to facilitation for development.

While working through this module you will see the relevance of facilitation for development in the context of AIS. You will learn how to facilitate change in individuals, groups and organisations. You will also learn how to facilitate multi-stakeholder engagements through brokering strategic partnerships and networking.



Complete the pre-assessment in your workbook.

Study unit 1: Facilitation for development in the AIS

Study unit outcomes

After completing this study unit, you should be able to:

- Explain the relevance of facilitation for development in the context of AIS;
- Describe the attributes and competencies you will need to become a good facilitator of change by studying the basic principles of facilitation for development; and
- Describe the technical skills of a facilitator.

Study unit overview

This study unit will help you to understand how facilitation for development can improve your performance as an extension professional operating in the context of AIS. You will be introduced to basic facilitation tools and techniques that you can adapt and apply in different situations.

Study unit introduction

As an extension professional you will need to understand how to bring about change in the context of the AIS. In your position as an extension professional you will meet different people, and you will be expected to be able to encourage and support individuals, groups and organisations to embrace the changes they need for their agricultural ventures to be a success.

Session 1.1: Understanding facilitation for development

Session outcomes

After completing this session, you should be able to:

- Explain what facilitation development is;
- Discuss why facilitation development is important as a core function of the extension profession within AIS; and
- List and discuss the basic principles of facilitation for development.

Introduction

In this session, you will deepen your understanding of development as a change process and the importance of facilitation in influencing that process in the context of AIS. You will also become familiarised with the basic principles of facilitation to guide your day-to-day engagements.

What is facilitation for development?

Development is change. However, change can be either positive or negative. Therefore, not every change causes development. Development is a process of growth, progress and advancement. Facilitation for development is a deeper process of helping individuals or groups of people to understand themselves and their role in development. Facilitation for development is not the same as chairing a meeting. It is concerned with both the process and the content. It is an 'art' of discovering how to unleash people's ability to learn, reflect, use their skills and potential to achieve their desired goals.

The importance of facilitation as a core function of extension within the AIS

A system is made up of many parts that work together. It is important that each part must work in a specific way for the whole system to work well. This is also true for AIS. All actors in the system (like farmers) need to learn skills that allow them to function as a sub-system. Most importantly, every actor in AIS must be empowered to work with other parts of the system in a way that contributes effectively to the functioning of the whole. This is where you take on the role of facilitator to teach each person or group the skills they will need for their own development. You will also be expected to have the ability to teach people in the different sub-system levels how to work together, so that the whole system can work.

Interface:



The meeting point of different parts of a system.

The diversity of these actors and the **interface** across the different levels makes AIS complex. The difference in interest, values, power relations and other attributes add another layer of complexity. Extension service has historically been recognised

Facilitation is essential to stimulate the level of participation and the pattern of interaction of the different actors within AIS.



as an important interface between farmers and other actors. In order to be relevant and useful, extension needs to assume a more facilitative role to better link the different actors within the AIS. Facilitation skills are essential to trigger both the level of participation and the pattern of interaction of the different actors within AIS.

The basic principles of facilitation for development

Facilitation for development is not a 'doctor model', where you prescribe what people should do; but rather a 'therapy model', where a facilitator helps people to reflect on their lives.

The basic principles of facilitation include:

- Planning and preparation;
- Creating a setting where participants feel comfortable;
- Neutrality;
- Listening; and
- Motivation.

You will learn about these principles in the following sections.

Planning and preparation

As a facilitator it is helpful for you to prepare before the **facilitation contact session** with the individual or group, so that you will have a good idea of what you will need to address during the meeting.

To prepare for a facilitation contact session, identify the individual or the group that you will be meeting with. It is important to think about when the best time would be to have the facilitation contact session to allow people with **time dependent tasks** to be available to meet with you.

Having an **agenda** or general plan of the facilitation contact session will allow you to decide how much time you need to spend on each topic. It will also help you manage the time for a group discussion to make sure that everyone at the facilitation

Facilitation contact session:

Also known as a group meeting.

Time dependent

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

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

contact session has a fair chance to talk about their challenges or to make suggestions. Remember to leave enough time so that anything that is not on the agenda can be discussed after all other points on the list have been addressed.

Create a setting where participants feel comfortable

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

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

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

Neutrality

As you have already learned, a system such as AIS is made up of a diverse group of people or stakeholders. It is important that you, as facilitator, are self-aware so that you can adjust to the level of the individual or group.

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

Listening

There are two types of listening that you will use when facilitating development. These are active listening and reflective listening.

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

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

Motivation

To keep a meeting or contact session running smoothly, it is important that you encourage the individual or members of a group to think about positive outcomes. Instead of letting people just complain about problems, you as facilitator must guide them to thinking about how they can begin to make the changes to find a solution to their problem. If they find the solutions that they are happy with then they will be active in implementing change.

Motivating the individual or the group to be part of the development process will help them learn how to solve problems that they may have in a positive way. Positive attitudes will also encourage people to think of creative ideas to solve problems on their own. If they are motivated, they will keep moving towards the solution to the problem.



Complete Activity 1.1 in your workbook.

Session 1.2: Desired attributes of facilitator for development

Session outcomes

After completing this session, you should be able to:

- Explain what is meant by the terms cognitive, emotional and social attributes; and
- Manage the change of others.

Introduction

As a facilitator for development, you are expected to develop some attributes that enable you to be effective in influencing change processes. This session helps you to be aware of the following attributes:

- Cognitive attributes;
- Emotional attributes; and
- Social attributes.

These attributes, which are explained in more detail in this session, can make you a more effective extension professional.

Cognitive attributes

Cognitive attributes include:

- Systems thinking;
- Critical thinking; and
- Lateral thinking.

These attributes deal with how you think about system perspectives and processes. They are about understanding how systems operate, how to see the bigger picture and how to be able to help influence those systems in a more effective way.

Imagine AIS as a 'complex system'. As mentioned in the previous

session, all systems are composed of parts and connections. Facilitating change within AIS means you must have a frame of mind that understands complexities.

Systems thinking

Systems thinking is one of the critical arts by which you can analyse the relationship between parts, the system and how it all relates to the environment. This understanding can improve decision making. Systems thinking uses **analysis**, structure and **leverage points** to solve a problem. These are described below.

Analysis is a process of breaking down a complex problem or issue into smaller parts to gain better understanding of it. Think of a loaf of bread. As a whole, it is unimaginable that a person can finish it. However, when cut into slices, a person eats one slice after another and finishes a loaf without noticing.

Structure is the way different parts are connected to form a whole.

The connections determine how the parts work together. This is

what determines how the system behaves as a whole.

The most important thing about a system is how it is structured. Figure 1 shows an example of popular structure patterns. The structures and the connections of parts influence power relations. Imagine each of the points is an actor in the AIS and each of the connecting lines is how each actor relates to the others. Knowing how the actors are connected will help you decide how to **structure** your plans for change because it will tell you where the most influence is needed. Understanding these within an AIS and other organisations is crucial for facilitation for development.



Analysis:

A process of breaking down a complex problem or issue into smaller parts to understand it better.

Leverage point:

A place in a system's structure where a solution element can be applied.

Structure:

The way parts of a system are connected to form a whole.

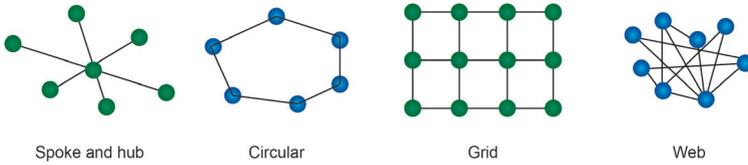


Figure 1: Popular structure patterns

In systems thinking, **systemic** means arising from the structure of the system and affecting the general behaviour of the entire system. In social problems, systemic means originating from the structure of the system in such a manner as to affect the behaviour of most or all social agents of certain types, as opposed to originating from individual agents.

Systemic:



Something that has an effect on most or all of a system.

In systems thinking, the leverage point is a place in a system's structure where a solution element can be applied. A low leverage point is when a small amount of change force causes a small change in system behaviour. A high leverage point is when a small amount of change force causes a large change in system behaviour. 'Picking the low-hanging fruits' is a commonly used metaphor for identifying and addressing targets or goals which are easily achievable and which do not require a lot of effort.

Critical thinking

Critical thinking is thinking about a problem from a neutral point of view to form an opinion about it based on facts and not emotions. As an extension professional, it is your job to approach a problem from a neutral point of view. This means you can find a solution fast because time is spent on finding a solution rather than trying to find someone or something to blame.

Any problem or issue has a root, a stem and an effect. It can be thought of as a problem tree, like the one shown in Figure 2

below. The root cause of any given problem is often not seen, but the most important part in finding solutions. The purpose of **root cause analysis** is to strike at the root of a problem by finding and resolving its root causes. This goes beyond just dealing with the symptoms of the problem.

Your ability to understand the root causes, and see the **causal chain** (root, stem and effect) within AIS, as well as analyse it, is a critical part of facilitation for development.

Thinking about the problem in a step-by-step way makes it easier to understand what the best solution will be. Finding solutions to problems or challenges quickly make the system run smoothly and keep the actors who benefit from the system satisfied.

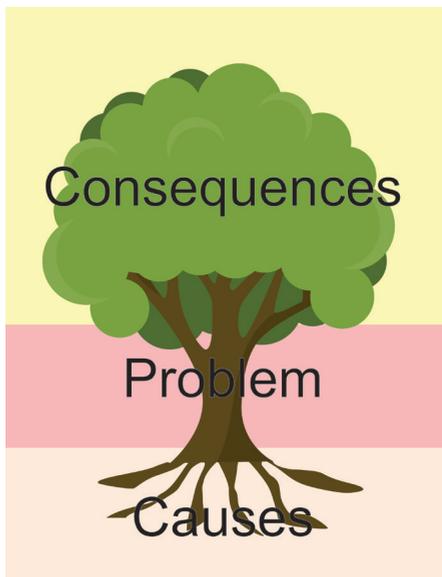


Figure 2: A problem tree showing the root, stem and effect of a problem

Root cause analysis: The process of finding out where a problem started to find a way to solve it.

Causal chain: The links between the beginning and end effect of a problem.

Inspiration: When you are faced with a problem and you suddenly think of a good idea that you are excited to use to solve the problem.

Imagination: A creative way a person thinks of ideas by thinking of how a situation might be different if they changed the way they do something.



Lateral thinking

You may have heard the expression 'thinking outside the box'. This is exactly what lateral thinking is. It is a way of looking at a problem or situation in a new and creative way. You need **inspiration** and **imagination** when using lateral thinking to solve a problem.

How is lateral thinking useful to you as an extension professional in facilitation in the AIS context? It will be your job as a facilitator to encourage the individual or group you are helping to imagine how a solution to a problem will make their situation better. By encouraging them to be creative in imagining a positive outcome, rather than focusing only on the problem, you will motivate them to put their plans into action. This will also help give the individual or group many different options on how to make the changes that they need to improve their situation. With more than one solution available, the individual or group can then make their own decision about which plan or change will be best for them.

Emotional attributes (Emotional intelligence)

Emotional attributes are how you deal with your own emotions and how you respond to the emotions of others you interact with. To be a good facilitator you have to be confident, have good self-esteem and be aware of your cultural identity so that you can create a reference base for decision making when facilitating change.

According to Goleman (1998), emotional intelligence is made up of:

- Common sense;
- Empathy;
- Self-awareness; and
- Self-regulation.

Common sense

Common sense is the way a person will interpret, judge and understand things that are considered common knowledge to

most people. A person has common sense if they know how to behave in a certain situation without someone else teaching them this knowledge. As an extension professional, you will facilitate people from different backgrounds. It is important to remember that the definition of what is 'common knowledge' to someone will change depending on where people grew up or what they were taught from a young age.

Example 1: Think of how you might feel when you first visit a community that is different to what you grew up with. You may spend some time talking to the local people to learn how they do things in their day-to-day lives and what is expected from each member of the community.



Example 2: Someone who has never worked in farming before decides they want to move to a farm and become a farmer. What you, as an extension professional, might think is common sense for farmers could be new information for them. It is your job as a facilitator to help the new farmers understand what they need to know to be successful.



Empathy

You may have heard the expression 'to walk in someone else's shoes'. Empathy is a person's ability to understand from another person's perspective what they are experiencing. If you as a facilitator show empathy to the individual or group you are facilitating, they will feel comfortable discussing their challenges with you. If they feel like you understand why a problem is important to them, they will trust you to help them find a solution.

Self-awareness

Self-awareness is being aware of your own thoughts, emotions, motivations, strengths and weaknesses. It is important for you to

be self-aware as a facilitator so that you can evaluate the situation in a meeting or contact session and adjust your behaviour to suit the situation. It will also help you to know which areas you may need to improve on to make you a better facilitator.

Example 3: You are shy in front of a large group of people.  Your job as an extension professional is to meet with groups of people and facilitate their development and encourage them to move towards a common goal. Some groups can have people in them who are not afraid to take over the conversation. You will need to practise being confident to deal with speaking in front of groups as well as making sure that the quieter people in the group get their fair chance to speak.

Example 4: You are an extremely confident person.  You are not afraid to say what you think and this can be a strength. As an extension professional you have to act as a facilitator to individuals and groups. You must remember to stay neutral in these discussions. You are naturally **assertive**, so you must learn to actively listen to what the people you are facilitating are telling you. It is important to make them feel that their knowledge and opinions are important and that they are allowed to challenge your ideas.

Assertive: To be very confident and slightly forceful with your ideas. 

Self-regulation

Self-regulation is the ability to be aware of, and control your own thoughts, emotions and behaviour so that you can change them to adjust to a specific situation.

Example 5: You are confident in your ability as a facilitator.



You have a lot of knowledge as an extension professional and you know that your ideas can help someone else reach their goals. The individual who has asked you to help them improve their situation does not agree with your way of solving the problem. Self-regulation is important to you as a facilitator so that you are aware of how you feel about this conflict (for example angry or frustrated) and manage to stay calm and find a compromise. If you get angry with the individual you will lose their trust and respect and they will not want to work with you anymore.

If you have good emotional intelligence, you will be able to read a situation in the best way to reduce the level of uncertainty in a situation. It will allow you to lead when someone is uncertain about something to keep development moving forward. It will also allow you to identify which people will need you to encourage them to make decisions for their benefit.

Social, behavioural and attitudinal attributes

Social, behavioural and attitudinal attributes are called social intelligence.

In the context of AIS, social intelligence is your ability as a facilitator to form positive professional relationships with others in such a way that they will want to work with you.

In the field people often believe that formal education is better than experiential knowledge. Farmers may feel that they are not allowed to challenge the ideas or opinions of an extension professional because of this. It is up to you, as the extension professional, to facilitate

It is important to remember that social relationships are often complex and your ability to get people to cooperate with you and each other is vital to your role as a facilitator for development.



development by making the farmer feel included in the decision making process. It is important to let the farmers know that their non-formal knowledge and experience is very valuable. It is your responsibility as a good facilitator to emphasise that the best possible solution can be found to any problem by working together.



Complete Activity 1.2 in your workbook.

Session 1.3: Technical skills of a facilitator for development

Session outcomes

After completing this session, you should be able to:

- Design your own processes;
- Manage facilitation techniques and tools;
- Describe the art of questioning and probing;
- Do your own process observation and documentation; and
- Use visualisation to improve the situation of the group you are working with in the AIS context.

Introduction

Facilitation is a practice that requires skills. In this session you will be introduced to the functional skills of designing processes, applying a variety of facilitation techniques and tools, asking the right questions, undertaking your own process observations and completing documentation and using visualisation to improve situations. You will need to develop these skills to become a good facilitator for development.

Design processes

As a facilitator you will be in a situation where you will need to plan and organise meetings between different individuals or organisations to help them work together towards a common goal. Some important questions you need to ask yourself when planning the agenda are:

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

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

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

When everyone is satisfied that the goals of the meeting have been achieved you may continue to the conclusion. This is where you summarise what was discussed in the meeting, and thank everyone for attending and participating in the meeting.

Facilitation techniques and tools

When facilitating a meeting, make sure you have something to write like a flip chart on an easel, a white board and different coloured markers or a chalkboard with chalk. Remember to make sure that people at the back of the group will be able to see what you are writing. Have a clock with you so that you can manage the time each person has to speak.

 Remember that each group is different. Choose the technique that will suit the size of the group.

 **Ice breaker:** A short group activity or something the facilitator says to the group at the beginning of a meeting to make everyone feel more comfortable working as a group.

For people to feel comfortable to share ideas with strangers in a group there needs to be some level of trust. To build this trust between strangers you could start your meeting with an **ice breaker**. This could be a short group activity that will encourage

everyone to interact with each other in some positive way. It is important for people to feel they are in control of a situation for them to feel comfortable. If you see someone does not want to participate, then do not force them to.

Once everyone seems relaxed you can continue with the discussions. If you know the purpose of the meeting you can write this topic down and invite the members to each share their suggestions on this topic in turn. This is known as prompting. Write down their ideas and then invite everyone to say something about these ideas.

If members seem to lose their focus on the chosen topic, gently prompt them to get them back to the given topic. If someone does not feel comfortable contributing to the discussion, give them the option to pass on their turn.

If you do not have a set topic yet, invite the participants to each give some ideas on which topics need to be discussed. Write these topics down and then invite each person to make a suggestion of how to take action to create the change they need for development. Allow each person between one and three minutes to speak. This is called brainstorming. This is where the group decides which problems or ideas they need to discuss and they will make their own decision on how to make the changes. Your role as facilitator is to get them to discuss these topics and make decisions as a group. You are there to guide them based on your knowledge, but you are not there to force your ideas on them.

The art of questioning and probing

There are different ways to ask questions to get the information you need. As a facilitator you need to make sure you ask the right questions during a meeting so that you get all the information about a situation before you decide how best to facilitate change. Always ask **open-ended questions**.

You will have to make sure that the individuals or group stay focused on the topic they need to discuss so that a solution

can be found. You can ask **leading questions** to achieve this. Another way to get more information is to ask **probing questions**. These will encourage the person to give you more specific information on a topic.

When it is clear what the problem or challenge is that needs to be addressed, you can ask the individual or group **possibility questions** to empower them to start thinking of a solution to their problem in a positive way.

Open-ended questions: Questions that are answered with details, not only yes or no. 

Leading questions: Questions that you ask to encourage people to think about a specific topic and give you the information that you need about that topic.

Probing questions: Questions that you ask for more specific information so that a deeper understanding can be developed about the topic.

Possibility questions: Questions that you ask, to imagine how things will be after a challenge is resolved.

Imagine you are meeting with a group of small scale farmers who produce a crop. It is a routine visit to this area. You have information of a new seed variety that you would like to share with the farmers. You want to gather information on what has been happening since your last visit to see if the new seed variety could benefit them. You have already learned that it is important to know which questions to ask so you get the best information to make a change.

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

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

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

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

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

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

Examples of possibility questions are:

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

Process observation and documentation

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

Documentation is recording what you have observed. This can be in the form of minutes of a meeting or your own personal record of what you observe. It allows you to track the progress of development in the group you are facilitating. This record will let you identify where you need to adjust your facilitation techniques for you to guide the development process successfully.

Visualisation

Visualisation is forming an image in your mind of something that you want to achieve and how you want to achieve it. In the AIS context, you could ask the individual or group you are working with to imagine how their situation will be improved if they follow a specific course of action. You will ask them to form a mental image of the outcome of the proposed development process and then to imagine how they will get to that outcome.

Encourage the individual or group to always focus on the positive outcomes they want to achieve. Visualisation keeps the participants motivated to focus on the actions they need to take to make the changes for development successful. It also helps in deciding which of the suggested action plans will be the best one to make the change. If they can imagine how their situation will improve, they will be open to accepting the change that will move them towards their end goal.



Complete Activity 1.3 in your workbook.

Concluding remarks

In this study unit you have learnt that development is change, but not every change is development. Remember that facilitation skills are essential to trigger the level of participation and pattern of interaction of the different actors within AIS because the interaction of multiple actors within AIS enhances development processes. To become a facilitator for development you must master cognitive, emotional and social attributes to better engage with others. You must be able to observe processes and use different tools to help the development of individuals or groups.



Complete the summative assessment in your workbook.

Study unit 2: Facilitating change in individuals, groups and organisations

Study unit outcomes

After completing this study unit, you should be able to:

- Describe some of the appropriate tools for influencing change at the individual, group and organisational levels; and
- Demonstrate the application of some of the tools to influence change at individual, group and organisational levels.

Study unit overview

If you want to see development, you have to make the change happen. Change happens at different levels, in other words, individuals, groups, organisations and societies. This study unit inspires you to apply some tools to start influencing change at the individual, group and organisational levels. Your ability to influence development will increase when you continue to practise these tools and engage in processes of change.

Study unit introduction

To facilitate change in individuals, groups and organisations you will need to know how to motivate those you are working with to realise their potentials. You will also need to be able to manage and adapt to group dynamics to get the best out of every meeting. Last but not least it will be part of your responsibility as facilitator to support organisations in their change processes. The following sessions will cover all these aspects.

Session 2.1: Self-discovery to realise our potential

Session outcomes

After completing this session, you should be able to:

- Use tools of self-discovery;
- Formulate a personal vision;
- Take responsibility for your own development; and
- Facilitate individuals to take responsibility for their development.

Introduction

Change starts with the individual. Often you are unaware of the power you have to change your situation to move towards the change you desire. This session presents some of the tools you can apply to enable individuals (including yourself) to discover their potential and take responsibility for their own development.

Tools for self-discovery

Self-discovery is the process of becoming more self-aware. It is an active process where you look inward to discover your strengths and talents. It also allows you to identify areas of your life that are important to you and which areas need improvement.

This is useful in the AIS context, because actors within this system will discover how they can contribute to development in the best way. When they know what is important to them and how they can make a positive contribution to their development, it will motivate them to keep working at achieving their goals.

Some self-discovery tools that you can use in facilitation are described below.

Facilitator self-discovery

A tool of self-discovery that you can use is a learning journal. It can help you keep a record of your own learning progress and help you identify methods that work in a given situation. It can also help you identify how you might improve on past experiences by changing the way you facilitate change or how you interact with people.

Example 6: Write down how you felt in a meeting. Were you calm and patient or angry and frustrated? Then you can ask yourself why you felt that way. Maybe you find you did not communicate well enough and were misunderstood. How can you improve this for next time? Perhaps you could practise how you would talk in a meeting in front of a mirror or in front of a friend. Learn to speak up and speak clearly without shouting.



Questionnaires

There are many different questionnaires available that you can use to assess different things. You might ask people in your group to fill out a questionnaire specific to their situation to help them and you to identify their interests, strengths, weaknesses and how they interact with the world around them. The aim of drawing attention to these aspects is to find the best way to help them move forward in a way they will understand and be comfortable with.

Socratic method

This method uses questions to guide the individual or group to finding their own solutions. As the facilitator you can lead the development process with your questions. Start by asking them what they hope to achieve through development. This helps them decide what their goal is. Use questions to guide them towards finding a way to achieve this goal.

Ask your question and give them time to think about the answer. Do not interrupt them. If you see that they cannot think of an answer, ask them what part is giving them trouble. At the same time, after you ask your question, quietly think about how you would answer it. This helps you see if the person has answered correctly. If they could not give you the correct answer, think of what you can ask next to lead them to the correct answer.

When you are working in a group, do not repeat what someone has said. It is better to ask someone in the group to repeat the answer. This will teach them to listen to each other. Remember that facilitation is different from chairing a meeting, so if they are only speaking to you, encourage them to speak to each other so that they learn to work together.

Personal vision

A personal vision is a goal you have for your life. It will allow you to know exactly what you want to achieve and will help you focus your decisions and choices in a way that will move you towards that goal.

In the AIS context, it will be helpful for individuals and groups to think about what they want out of development. By keeping in mind the end goal, they will be guided to making the decisions they need for change to happen.

To formulate your personal vision, consider the following and use the answers to guide you towards achieving your end goal:

- What are my most important values?
- What do I need to do every day to make my day successful?
- What goal do I want to set for work, home life or relationships?
- What strengths do others say I have?
- What strengths do I see in myself?
- What weaknesses have others pointed out in me?
- What do I think my weaknesses are?

Taking responsibility for your own development

You are the only one who can make changes to your situation that will help you move forward. It is important for you, as well as the individuals and groups you work with, to understand this.

As the facilitator you cannot force the people you are working with to accept change that they are not comfortable with. You also cannot expect development to happen just because you have given them the tools to make it happen. They need to make an active contribution in moving forward towards their goals.

It is possible, however, to provide catalysts for this change, for example, visualisation and demonstrations or field days which will give them practical examples of the change you are trying to bring about.



Complete Activity 2.1 in your workbook.

Session 2.2: Managing group dynamics and working together

Session outcomes

After completing this session, you should be able to:

- Describe the dynamics of human interaction;
- Explain group dynamics and power relations;
- Manage relationships;
- Explain shared vision and collective action; and
- Use tools for team building.

Introduction

Development requires collective efforts. Individuals who are inspired to change their current status have to work together to create an environment that supports their development. This session will make you aware of the nature of human interactions and how to manage relationships, which are often characterised by power relations. You will be exposed to some tools that can enable you to facilitate collective action towards a shared development vision.

Understanding the dynamics of human interaction

People are naturally social. People who know each other and have an established trust bond will rely on each other in day-to-day life to help solve problems or to celebrate each other's accomplishments.

People interact both verbally, by talking, and non-verbally, with their **body language**. Body language includes how far apart people stand or sit from each other, their body posture, gestures, facial expressions and how they make or avoid eye contact. As a facilitator you can watch how individuals or groups interact

with each other in a meeting to see if they are comfortable or not. If people are comfortable with each other they will sit close to one another, look at each other, smile or laugh.

If they cross their arms across their chest, it can mean that they do not want to interact or participate. It can also mean that the room is too cold. If people are spaced far apart, you may need to ask them to move closer together so that they can hear each other, or use a group activity to help make them feel more comfortable working together.



Body

language: This is a natural way that a person interacts with others without talking to them. It shows the other person if it is a comfortable situation or not.

Example 7: Iceberg model



The iceberg model is a systems thinking model that helps you understand how different parts of a system influence each other. An iceberg shows only 10% of its total mass above water. The other 90% is hidden underwater. It is the hidden 90% that is moved by the ocean currents, and this will determine if the tip of the iceberg will move or topple over.

McClelland's Human Motivation Theory, shown in Figure 3, shows you how the different parts of a person's personality will influence how they react to change. The knowledge and skills a person has are easily seen in what they do. This would represent the tip of the iceberg. What is not easily seen is their opinions and values that influence what they think. Deeper still are their qualities and driving factors. This is what they want and what will motivate them to achieve what they want.

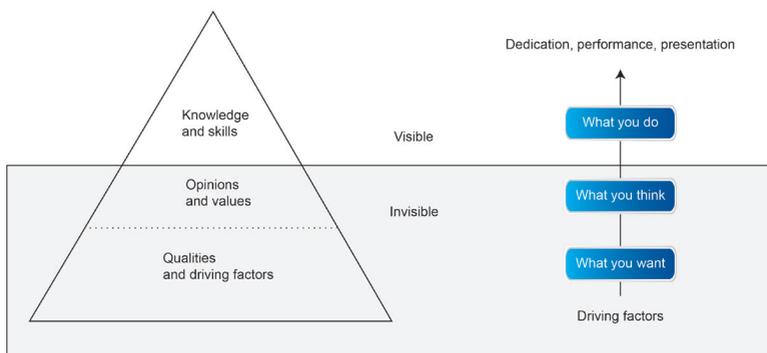


Figure 3: McClelland's Human Motivation Theory as an iceberg model

If you are aware that every person is different, you can adapt your facilitation style in a group situation to find what people have in common. It will also help you see if there is any chance of conflict between people. If you can keep the group focused on what they have in common, it will help them work together to achieve their goals.

Group dynamics and power relations

As mentioned previously, it will be your responsibility as a facilitator to make sure everyone in a meeting gets a fair chance to speak without feeling judged or unheard.

Identifying the **power relations** within a group of individuals or organisations will let you manage the meeting in a way that the **powerful members** in a community or organisation will not feel challenged in a negative way when people in less powerful positions make suggestions or talk about challenges. Powerful members can be elders in a community, major investors in the AIS or leaders of an organisation. It will be important to remember that the most powerful members of the group usually have the most influence and make the final decision. As an extension professional you must remember this when you design an action plan to make change for development.



Power relations: The interaction between more powerful and less powerful members in a group or organisation.

Powerful members: Individuals in a community or organisation who have the most influence on what decisions are made for the benefit of the group.

Perceptions: How an individual understands the world around them based on what they know.

Feedback: The information that is given about a situation that can tell you if a change was positive or negative.



Example 8: You decide not to consult with the head of a community or organisation about the proposed changes that must be made for development. This can break the trust between them and you and slow down development. If you work only with the less powerful members in the community or organisation you can cause tension within that group. This breaks the trust relationship in the group. You can expect better results when you consult with the most powerful actors of the group and make them understand why change and development will benefit them all. If they approve then the less powerful members of the group will be free to do their part in implementing the changes for development.

Managing relationships

The foundation of a good working relationship depends on:

- Diversity;
- Interrelatedness;
- Trust;
- Mindfulness;
- Respect; and
- Good communication.

In the context of AIS, it will be your responsibility as a facilitator to be aware of the **perceptions** of the individuals or group you are working with and to provide and accept **feedback**. It will

also be up to you to manage any conflict that may arise when facilitating groups.

Perceptions

Diversity is the difference in how different people perceive the world. It should be encouraged in an organisation because it will allow a group of people to contribute many different ideas on how to solve a problem.

Interrelatedness is when people are aware of how everyone contributes to a common goal and how their actions will affect others.

Feedback

Feedback is important in development because it will help actors decide if their current action plan is meeting the common goal in a realistic way, or if the plan needs to be revised to make it easier to implement. Feedback can be positive or negative. Negative feedback should be given in a constructive manner that will not offend or humiliate the person it is directed at so that the necessary changes can be made as soon as possible.

Trust is important for people to want to work with each other. Having trust in a relationship will help people give honest feedback about a situation. Mindfulness allows people to be open to new ideas and encourages people to give feedback without fear of being punished or mocked.

Conflict management

Respect is very important in situations where there can be conflict. People who respect each other will value one another's opinions and be more open to changing their own opinions if it will be for the benefit of the whole. There can be conflict when people feel that their opinions are not respected and they are not being heard.

Good communication is important for managing conflict.

Information should be shared in a way that everyone understands so that there can be no misinterpretation. Conflict can arise when there is a misunderstanding and people feel angry and frustrated.

Shared vision and collective action

The importance of a **shared vision** is that each person in the group will know exactly what needs to be done to work towards the common goal. Like a personal vision, a shared vision is developed by the whole group who will be involved in the development process. This gives everyone a chance to add their desired outcomes of development so that they feel personally invested. If each member of the group, or sub-system of a system, is personally invested in making the changes, they will be motivated to contribute to the **collective action** to move towards the shared goal.

Tools for team building

Team building is the strengthening of relationships between members of a group, or team, to make sure each member of the team will cooperate with other members. It is important to build trust between members of a team so that they will be able to achieve their shared goal without conflict.

Team building can be achieved through structured group activities that encourage individuals to interact with each other in a positive way.



Shared

vision: The vision a group or organisation has decided on which will guide their decisions and choices to move them towards the common goal.

Collective

action: The action of the group of individuals working together as a team that will move them towards achieving their shared goal.

Example 9: A communication building game that members in a team can play, where they search for an object. One member of the team wears a blindfold and the other members of the team need to guide them towards the hidden object through what they say. The person wearing the blindfold has to trust that their team members are giving them correct instructions.



Example 10: Ask a team to present their ideas about something as a group. Each group member has to add their ideas to the presentation. Each member of the team should present their part. Together they get the idea across to everyone.



Complete Activity 2.3 in your workbook.

Session 2.3: Supporting organisational change processes

Session outcomes

After completing this session, you should be able to:

- Explain the organisational change process;
- Support organisations in continual learning to adapt to change;
- Enhance the performance of an organisation;
- Describe leadership development; and
- Use tools for organisational change.

Introduction

As an extension professional, you are part of an organisation, but more importantly you will be supporting different forms of organisations to survive in a constantly changing environment. Change cannot be avoided. Adaptation is the key to organisational survival. This session introduces you to organisational change processes and how you can support organisations to continuously learn to adapt to the changing context. You will have a better understanding of what organisations need to do to enhance and sustain performance, including some aspects of leadership. With this knowledge you will be able to support organisations to navigate through changing contexts with a reasonable degree of success.

Organisational change process

Organisational change is how an organisation changes the plans they use to run the organisation. It is also change in how the organisation is managed.

You have already learned that development is a process.

Organisational change is a process that is important for an organisation to survive. As the extension professional you will know about changes in markets or policy. It will be part of your job to support organisations in the change process that will help them adapt to changing situations.

The process starts with looking at what the organisation is currently doing. This gives you an idea of what needs to change for development to happen. When you have identified where the change is needed, you can help plan a strategy on how to make the change. It will be your role as facilitator to guide the planning committee to make the plans realistic and practical. When this strategy has been developed, the implementation of the plan is important. Implementation will include choosing a committee or group of people who will be responsible for carrying out the plan. After implementation you should evaluate the results of the changes. Get feedback so that you can see if the plan is working or if there are things that need to be changed to make it better.

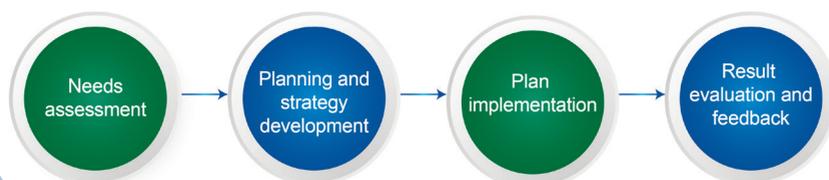


Figure 4: Organisational change process

Organisational learning to adapt to changing environments

Learning organisations are organisations that are still new and developing. Organisational learning is the way an organisation generates, stores and distributes information about what they have learned as they improve. It is a **continuous record** of the organisational change process. It is important to keep

Continuous record:

Information that is recorded on an ongoing basis so that every change is in the same place to be reviewed later.



such a record because it will give you feedback on what has already been tried, what has worked and which plans need revision. Knowing this information can help move development of an organisation forward in a positive way because it is easier to find the challenges and address them.

Enhancing performance of organisations

You have already learned why it is important for parts of a system to work well on their own so that the whole system works well. Organisations make up a part of the AIS and it is important that they perform well. You as facilitator can play a part in enhancing performance through motivation and mentorship or coaching.

Motivation

Motivation is the act of encouraging an individual or a team to want to do their work well. It is important that members of an organisation are motivated to move towards their goal. As a facilitator you can highlight the progress that has already been made. You can also highlight the benefits of making the change that is needed for development to keep the organisation interested in achieving their goal.

Mentoring/coaching

Mentorship or coaching is the act of giving advice about how to solve a problem without doing the work for the organisation. Individuals in leadership positions in young organisations might not know everything there is to know about how to lead their team. With your knowledge you can act as a mentor or coach and encourage these leaders to make the correct decisions until they are confident enough to manage their team on their own without much guidance.

Leadership development

Leadership development is the process of training an individual in a leadership position to be a good leader. It is important because leadership gives an organisation direction. Leaders need to have vision and be honest to be able to move an organisation forward. They must also be able to inspire their team to do good work.

As an extension professional you might identify that leadership can be improved in an organisation for change to happen. You can then coach leaders to improve in the areas listed in Table 1.

Table 1: Areas for improvement

| Area | Explanation |
|-------------|---|
| Consistency | The ability to handle specific situations in the same way every time. |
| Focus | The ability to keep attention on the important activities or goals. |
| Cooperation | The ability to work well with others. |
| Confidence | To ability to believe in your own abilities and be able to lead. |
| Flexibility | The ability to change plans when the situation changes. |

Tools for organisational change

You can choose to involve the **stakeholders** in the organisational change process. Identify who the stakeholders are and if they have high power or influence. This will help you decide how best to approach them about the changes. Communicate with them by email or in person, depending on what you think will be most appropriate. Be mindful of how you tell them about the change, because sometimes there can be resistance to change.



Stakeholder: An individual or organisation, which may directly or indirectly be affected or have an effect on the intervention being undertaken.

If there is resistance to change you can offer to discuss it with them. Show empathy for their concerns about the change process and give them some time to think about everything.

Identify the details of the change process before approaching anyone about the transition. If you know exactly how the change process will happen you will be better able to prepare to mentor or coach management and stakeholders through the transition.



Complete Activity 2.4 in your workbook.

Concluding remarks

To drive change in development you must be the change you want to see in others. Group dynamics are the forces resulting from the interactions of group members. Learning to manage these interactions will help you facilitate change in a group more easily. Remember that the key to facilitation for development is learning how to manage the organisational change process by enhancing organisational performance and leadership development.



Complete the summative assessment in your workbook.

Study unit 3: Facilitating operational level multi-stakeholder engagements

Study unit outcomes

After completing this study unit, you should be able to:

- Describe different forms of multi-stakeholder engagements that promote innovations; and
- Demonstrate the application of some tools for facilitating mutually beneficial multi-stakeholder engagements.

Study unit overview

In this study unit you will learn what you will need to know to organise multi-stakeholder engagement with a focus on Innovation Platforms (IP) and policy engagements as examples.

Study unit introduction

To bring about development as an extension professional, you will have to work with a variety of stakeholders in a coordinated manner. You will find yourself in situations where you need to organise several multi-stakeholder engagements for different purposes.

Session 3.1: Arrangement for multi-stakeholder interactions

Session outcomes

After completing this session, you should be able to:

- Define who/what stakeholders are;
- Facilitate development of collective shared goals;
- Build trust and accountability with the groups you facilitate; and
- Apply the given tools for stakeholder identification and visioning.

Introduction

Multi-stakeholder interactions are typical to AIS. One of your roles as an extension professional is to make sure that these interactions will benefit all the stakeholders involved, including the smallholder farmers. There are different forms of multi-stakeholder engagements that include Innovation Platforms (IP) and policy engagements. Each stakeholder comes with their individual interests and objectives but together they must formulate an inclusive shared objective. This session will help you understand how to bring together relevant stakeholders for a particular engagement, how to build trust and promote accountability. The intention is to create space for each stakeholder to meet their individual interests while contributing to the shared development goal.

Defining stakeholders

A stakeholder is an individual or organisation who will make use of, develop, or have an impact on any aspect of the intended intervention. An intervention can have either positive or negative effects on stakeholders. Stakeholders have both interests

and power. It is important to know who the stakeholders of a particular intervention are before planning to engage them. Stakeholders can be categorised by their relationship to the intervention, for example **primary stakeholders**, **secondary stakeholders** or **key stakeholders**.



Primary stakeholders: People or groups that are directly affected by the intervention (targets and beneficiaries of the intervention).

Secondary stakeholders: People or groups that are indirectly affected by the intervention (directly involved with or responsible for beneficiaries or targets of the intervention).

Key stakeholders: People who are important within or to an organisation, agency, or institution engaged in an effort (in other words, people who can devise, pass, and enforce laws and regulations that may either fulfil the goals of your effort or directly cancel them out).

Social capital: The social relationships and networks within a group or organisation that enhances the function of the whole.

Stakeholder analysis: The process of working out stakeholder interest and influence to plan for appropriate engagement.



Key stakeholders include:

- Decision-makers who set the overall vision and strategic direction of the organisation, agency or institution and guide the vision and planning process; and
- Key influencers who may or may not be directly involved in decision-making but are highly influential to the final decision.

Stakeholder interests can be diverse, competing or even conflicting. The interests could be economic, social or environmental in nature. Understanding stakeholders and their interests help you to mobilise and engage them appropriately.

Some of the reasons for engaging multi-stakeholders is to:

- Integrate diverse ideas and perspectives;
- Generate buy-in and support, inclusiveness and ownership;
- Bridge **social capital** for the community;
- Increase credibility of your organisation and the intervention; and
- Increase the chances of success.

Understanding stakeholders and their stakes is achieved through a process of **stakeholder analysis**.

As a development facilitator you will have to:

- Closely manage stakeholders with high influence and high interest;
- Keep those with high influence and low interest fairly satisfied;
- Keep those with low influence and high interest informed; and
- Spend minimal efforts on those with low influence and low interest.



It is important to know who the stakeholders of a particular intervention are before planning to engage them.

The end result of the analysis is a plan for engagement to ensure successful development interventions that meet the needs of the diverse stakeholders.

Development of collective and shared goals

Once the stakeholders have been identified, there must be a meeting where their diverse interests can be put together to form a **collective and shared goal**. The goal should be the reason and incentive for the stakeholders to work together despite their differences in interests. The key question to guide development of a shared goal is: what outcome do we hope to achieve by the proposed development intervention or in addressing a development issue? This is normally achieved through consensus. A shared goal may emerge from shared **vision** and **mission**, and within the goal, you can develop specific objectives, which address the

key elements of the development issue being addressed. The goal, however, should be broad enough to embrace the diverse interests of the different stakeholders.

Goal: The purpose or intention of the multi-stakeholder arrangement.



Collective and shared goal: A situation or condition that is the desired result of the intervention and is agreed upon by all participating stakeholders.

Vision: A description of the ideal future that the multi-stakeholder engagement will work to achieve over time.

Mission: Clearly defines the 'who, what, how, and why' of the multi-stakeholder arrangement.

Specific objectives have to be SMART:

- Specific – concrete, identifies what will change for whom;
- Measurable – able to count or otherwise measure activity or results or conceptualise if using qualitative methods;
- Attainable/Achievable – reasonable and feasible with given resources;
 - Relevant – relates to the overall goals of the programme; and
 - Timely – can be achieved within a specified period of time.

Successful multi-stakeholder engagements have clearly articulated shared vision, mission and goals. It is important, however, to differentiate these terms. A vision provides guidance and inspiration to the group. A mission clearly defines the details of the multi-stakeholder arrangement and a goal guides implementation. There must be an action plan to get moving in the direction of the goal.

Stakeholders will be motivated to deliver on objectives that they themselves have developed because it expresses the future they strive for. It is essential to focus the goal in the context of the vision. Look for goals that will help to kick-start the intervention

and give quick wins so that stakeholders can see progress. The goals are not static but dynamic. It is important to continue engaging stakeholders to review their goal and adjust them depending on the circumstances. Together, the stakeholders need to think of the structures and routines needed to set up the habits that will support the achievement of the goal. The structures and routines should take note of formal and informal ways of engagement, including the communication and feedback mechanisms.

Examples of approaches to engagement relationships from a business perspective are outlined in Table 2.

Table 2: Examples of approaches to engagement relationships

| Communication | Consultation | Dialogue | Partnerships |
|---|--|---|---|
| <ul style="list-style-type: none"> • Information sharing; • Employee training; • Project bulletins and letters to targeted audiences; • Company brochures and reports; • Internal and external newsletters; • Websites; • Technical briefings; • Speeches, conference presentations, displays, handouts and videos; • Open houses and town hall meetings; • Tours; and • Press releases, press conferences, media advertising. | <ul style="list-style-type: none"> • Questionnaires or surveys; • Focus groups; • Workplace assessments; • Ad hoc stakeholder advisory meetings (like community consultations); • Standing stakeholder advisory forums; and • Online feedback and discussion forums. | <ul style="list-style-type: none"> • Multi-stakeholder forums; • Advisory panels; • Leadership summits; and • Virtual engagement on intranets and the Internet. | <ul style="list-style-type: none"> • Joint ventures; • Local sustainable development projects ; • Multi-stakeholder initiatives; and • Alliances. |

Building trust and accountability

Continued collaboration of stakeholders is founded on **trust** and **accountability**. Mutual trust is part of building credibility among the stakeholders. It is your role as a development facilitator to build trust among the stakeholders. As the facilitator, you must be neutral to create harmony and consensus among stakeholders.

Trust: A social phenomenon, which emerges with time and strengthens the relationship between the stakeholders to work together toward a shared goal. 

Accountability: A principle that commits all stakeholders to contribute depending on their interests and capacities while being accountable to each other.

Accountability is a driver for effective stakeholder engagement and an important component of the stakeholder engagement framework. Often it is used to refer to resource use but it is much more than that. In AA1000 Stakeholder Engagement Standard Exposure draft (2005) accountability is said to be made up of:

- Transparency: Accounting to stakeholders;
- Responsiveness: Responding to stakeholder concerns; and
- Compliance: Complying with legal requirements, standards, codes, principles, policies and other voluntary commitments.

When to use the facilitator

If the engagement interaction you are planning is likely to show one, or even more, of the following attributes, a facilitator can be very useful.

- Distrust: In situations where distrust or bias is apparent or suspected, the engaging parties should make use of an unbiased individual to facilitate (or perhaps convene) the engagement;



- **Intimidation:** The presence of an outside facilitator can encourage the articulation of opinions which might otherwise not be expressed, due to some parties feeling intimidated;
- **Rivalry:** Rivalries between individuals and organisations can be mitigated by the presence of a facilitating individual or organisation;
- **Lacking definition of the problem:** If the problem is poorly defined, or defined differently by multiple parties, an unbiased listener and analyst can help to construct an integrated, shared understanding of the problem;
- **Possibly emotionally upsetting situation:** Bringing in a facilitator to lead the process lets the engaging parties focus on the problem at hand, which can lead to better results;
- **Complexity or novelty:** In a complex or novel situation, a process expert can help the group do a better job of working together intellectually to solve the problem; and
- **Timeliness:** If a timely decision is required, as in a crisis situation, the use of a facilitator can help the parties to reach necessary agreements faster.

What does a competent facilitator do?

A competent facilitator:

- Helps engaging parties to define the intended outputs and how they will be used;
- Designs a tailor-made interaction that suits the requirements of all participants;
- Checks that the participants are supportive and involved in the process;
- Ensures independence and accountability in facilitation;
- Creates a suitable atmosphere;
- Holds clarity throughout the meeting;
- Encourages meaningful interaction; and
- Manages the engagement interaction as a learning opportunity.

Source: Krick, T. (2005)

Tools for stakeholder identification and visioning

There are a wide range of tools for stakeholder analysis and mapping. One of the ways of conducting stakeholder analysis is shown in Figure 5, mapping the influence (Y-axis) against interest (X-axis). The outcome is a placement of stakeholders in one of the four groups and shows you how you will need to influence each group to make change happen.

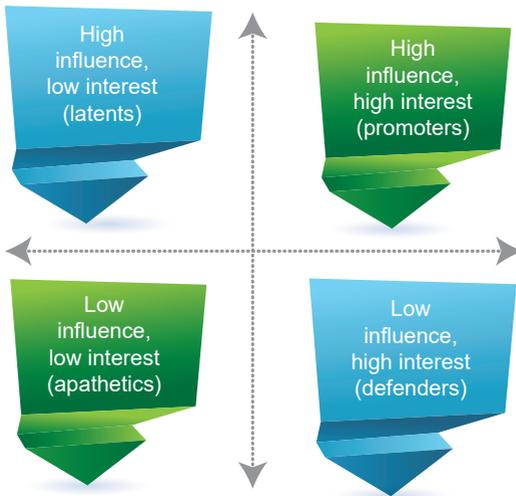


Figure 5: Stakeholder analysis map

As shown in Figure 5, the influence and interest can be either positive or negative depending on the perceptions of the stakeholders. The Latents group are the most important group. They are the ones you will need to influence most to effect changes. Think about what you can do to increase their interest in accepting the change. The Promoters group are also important stakeholders that you can use to influence others, so it is important to communicate well with this group. When you look at this group think about if there are any stakeholders that can influence other stakeholders in the Latents group. The Apathetics are stakeholders that have no immediate

interest in your proposed change but they are the group you must influence when you need more people to fight for your cause. Finally, the Defenders are the group of stakeholders who are most committed to make a change but they do not have the influence to make it happen. Their commitment to effecting the change can influence others to join them in their cause to make their level of influence stronger. Many of the stakeholder analysis tools tend to focus on the target population for a development intervention, not at the people and resources required to implement the project.

Kennon, Howden and Hartley developed a stakeholder analysis tool that allows teams to consider the important human and social capital resources required to undertake a development intervention. The tool features a 16 square matrix with 2 axes focused on stakeholders who are:

- Influential – stakeholders who have power over the development intervention (X-axis); and
- Important – stakeholders who have power over the implementation of the intervention or outcome (Y-axis).



Complete Activity 3.1 in your workbook.

Session 3.2: Visualising innovation platforms

Session outcomes

After completing this session, you should be able to:

- Define IPs;
- Explain why IPs are important; and
- Describe different models of IPs and multi-stakeholder engagements.

Introduction

Using IPs is a common approach to promote innovation for agricultural development. This session will help you to visualise IPs and explain how they help to accelerate innovations. You will also explore alternative ways in which you could organise IPs depending on the development purpose they are set up for.

What are IPs?

An IP is a space for learning where stakeholders from different backgrounds (individuals and representatives of organisations) can meet to discuss and find solutions for problems or challenges faced by the stakeholders.

Why are IPs important?

IPs are important because they provide a place where different stakeholders can identify new opportunities that may benefit them. It is also a place where the group can discuss their progress in reaching goals and together find ways of how they can better reach their goals.

Different models of IPs for multi-stakeholder engagement

The farmer-first concept was introduced as an alternative to the traditional linear top-down approach to extension service provision. It includes the farmers actively in the process of creating, testing and assessing technologies that promote sustainable agriculture. It targets development of technology suited to the small-scale farmer that has few resources to increase farm productivity and farmer income.

Agricultural Knowledge and Information System (AKIS) was developed to strengthen the flow of information in agricultural systems. This system depends on the level of access actors have to information and technology. It relies on continuous circulation of information. Knowledge networks enhance this. The main goal of AKIS is delivering technology to larger farmers, making government and university researchers a priority, while ignoring farmers with limited resources and land. A disadvantage of this linear system is that it does not listen to the farmers' needs. It is still useful because it highlights that a system of education, technology and extension institutions are important in driving agricultural transformation.

The Innovation System emphasises fostering the active interactions between diverse stakeholders. It also focuses on enhancing human capacity for continuous innovation so that actors will be better able to adapt to changing environmental and social economic conditions.

The Integrated Agricultural Research for Development (IAR4D) approach has a decentralised system of governance where the community members are a big part of the decision making process. It deals with the interaction between diverse actors along a commodity chain. By involving different stakeholders in research it aims to improve agricultural research to be relevant and responsive to the needs of the stakeholders. It is designed to create an environment that enriches social learning.



Case study 1: The African funeral metaphor

Imagine the IPs like arranging a funeral. Figure 6 is an example of how to arrange a funeral. How do you make that happen? You will need finance, a priest, burial clothes, food, gravediggers, mourners, and so on. Now that you have identified the parts that you will need to make the funeral happen, you need to identify the actors responsible for getting each part of the funeral arrangements done.

IPs in AIS are similar. The central point of AIS is agricultural innovation for development. What parts do you need to make agricultural development happen? You need finance, technology, extension services, policies, and research. Now, who are the actors who will make all of those things possible for development to happen? The actors are possibly banks, NGOs, private organisations, extension services, universities, and seed suppliers. This is why IPs are important in the AIS. It allows different actors to come together to form a knowledge network and contribute toward development. Original idea by Jurgen Hagmann www.picoteam.org

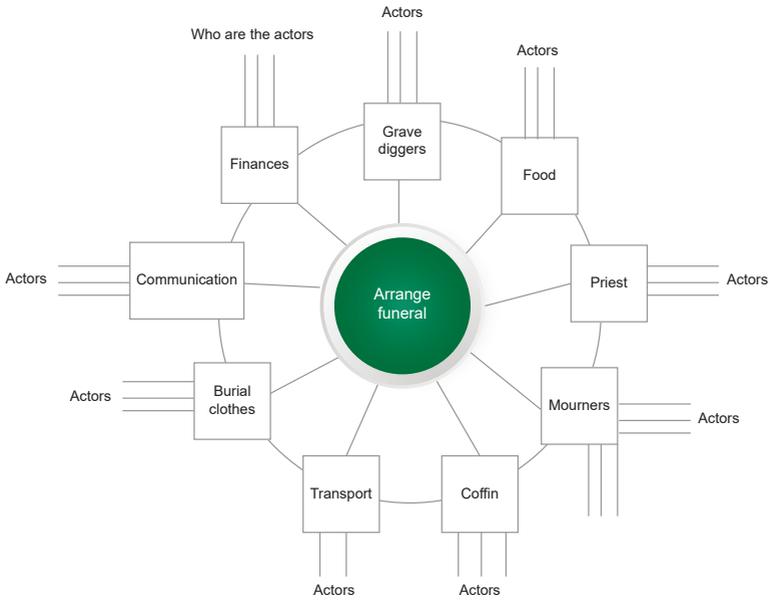


Figure 6: The African funeral metaphor

 Complete Activity 3.2 in your workbook.

Session 3.3: Policy engagement platforms

Session outcomes

After completing this session, you should be able to:

- Explain how to organise evidence for policy action; and
- Describe advocacy for responsive policy processes.

Introduction

Policies offer the environment in which development occurs. As an extension professional, you are at the forefront of making development happen. You constantly encounter situations where existing policy restricts development interventions or where new policies could better support development. While policy is not your regular function, you are in a position to gather evidence to form good policies and organise the relevant stakeholders to express their policy needs to the relevant authorities. This session will help you to understand how to organise evidence for policy action. Most importantly, you will understand how you can support stakeholders (including farmers) to better contribute to the policy development processes.

Generating issues and evidence for policy action

Policy engagement platforms are where different stakeholders and policy makers come together to talk about how policy changes will benefit a specific situation. As an extension professional you can play a vital role in generating issues and evidence for policy action. To make sure that the proposed policy changes will benefit those who need it most, it is best to use a farmer-first approach. This means you talk to the farmers about their situation under current policies and

listen to their ideas and suggestions for how their situation can be improved. You can then record these suggestions and write a report that highlights the needs for a change in policy and states the proposed benefits of such a policy change.

From the case study below you can see that during the 1970s there was no policy in place for the poor family farmers, who produced most of the staple foods of Brazil, to receive assistance from the government. When you, in your position of an extension professional, are visiting your assigned area it will be a good idea to take note of how many small scale or subsistence farmers, emerging farmers and commercial farmers are in your area. Also take note of the crop yields or livestock performance, the rainfall and soil conditions. You might find that the area is experiencing a water shortage and drought relief is not addressed under current policy. If you see there are many farmers in your assigned area who are in need of assistance which is prevented by current policies, you can use your evidence to generate a report.

Advocacy for responsive policy processes

Advocacy is the process of drawing the attention of policy makers to issues that need to be addressed. It is the action of purposefully enhancing the power of a group or organisation to influence other stakeholders in the process of policy making. Advocacy can be achieved by encouraging people to express their needs through letter writing, information sessions or even protests. Advocacy also has the role of promoting and defending the rights of people who have expressed a need and to help them know what options are available to them for change. The goal of advocacy is to cause change.

In the case study below, the family farmers needed more assistance from the government and relevant extension services. You might imagine a situation where the government realised that the people who produced most of the food lived in poverty, and this affected the economic situation of Brazil as a whole.

The policy action where the government redefined the role of the extensionist to take a more farmer-centred approach had the effect of lifting the poorest farmers out of poverty. Together with increased government funding, the new farmer-first approach helped change the situation of the family farmers for the better because the services provided were matched to what the farmers needed. The involvement of NGOs and other actors also made a difference.

You may imagine that if you are in a position to identify a need in an area, that you can facilitate multi-stakeholder cooperation to improve the situation for the farmers in need. Your role as extension professional will be to advocate for the small farmers who may otherwise not have enough power to influence policy changes. Through your evidence gathering and continuing conversations with the farmers you can state in your report exactly what the needs are and how they could be best addressed. You are on the frontline and will know the situation in the field. It is with this knowledge that you can help influence policy change to benefit those who need it.

Case study 2: Agricultural Extension: A Time for Change



During the past decade, Brazil has made remarkable progress in achieving its development goals. Between 2003 and 2011, 33 million people out of a population of 180 million were able to lift themselves above the poverty line; another 22 million are currently heading in the same direction. During recent years, many of Brazil's 4.5 million family farmers have improved their output and income. Brazil's Zero Hunger Campaign, known locally as Fome Zero, together with an extension programme that focuses on family farmers, have been at the heart of this success story. "During the 1970s, we had an extension system which was very effective in promoting the agro-industrial sector", says Ben Corrêa da Silva, President of the Brazilian Rural Extension Academy.



However, family farmers, who produce 87% of Brazil's cassava, 70% of its beans and 58% of its milk, the staple foods consumed by most Brazilians, received little or no assistance, despite their contribution to food and nutrition security and the economy.

All this changed when a government led by Inácio Lula da Silva introduced an extension policy that specifically targeted family farmers. The 2004 policy, which defines extension as a non-formal and continuous education service, has encouraged a pluralistic approach, with NGOs, farmers' organisations, government departments and others being involved in the delivery of services, which are free of charge to farmers. The government has put its money where its mouth is: between 2004 and 2009, the extension budget increased from less than 50 million reais (US\$100 million) to over 250 million reais (US\$250 million). The Brazilian approach to extension is the antithesis of the old top-down, under-resourced model: services are tailored to suit the needs and demands of the farmers themselves. Evidence suggests that the more participatory and well-resourced the extension services are, the greater the benefits for their clients.'



Complete Activity 3.3 in your workbook.

Concluding remarks

The two forms of multi-stakeholder engagements that promote innovations are IPs and policy engagement platforms. Identifying the stakeholders and their stakes will help you guide the collective towards defining their shared vision, mission and goals which are important in facilitating their development. When you use stakeholder mapping it can help you decide which stakeholders you will need to influence the most for change for development to happen.



Complete the summative assessment in your workbook.

Study unit 4: Brokering strategic partnerships and networking

Study unit outcomes

After completing this study unit, you should be able to:

- Explain the importance of brokering strategic partnerships, learning alliances and networks in fostering innovation.

Study unit overview

In the Innovation Systems context, extension agents are sometimes described as **brokers**. As a broker, you are expected to facilitate purposeful interactions between stakeholders. This study unit introduces you to the brokerage function of an extension agent and particularly in relation to creating **strategic partnerships and networks** for learning and innovation. It also requires your ability to manage participation, coordination and harmonisation of service delivery processes.

Broker: A person who facilitates purposeful interactions between the stakeholders. 

Strategic partnerships and networks: Partnerships or networks that you will need at some point to support, and or contribute to a development intervention.

Study unit introduction

As you have already learned throughout this module, the AIS depends on different actors within the system to work together to make it a success. Development in the AIS context depends on you being able to facilitate stakeholders to build strategic partnerships and network with each other. This study unit will

develop your ability to understand the importance of brokering strategic partnerships, learning alliances and networks in fostering innovation.

Session 4.1: Brokering linkages and strategic partnerships

Session outcomes

After completing this session, you should be able to:

- Identify critical links to match possible cooperation partners;
- Explain knowledge brokering; and
- Create linkages between markets.

Introduction

Development results from the actions of different stakeholders that make a specific contribution. As an extension professional who is at the forefront of influencing development, you need to be aware of the different roles stakeholders play. The roles of some are not apparent until you encounter a challenge that requires their intervention. However, with good understanding of the development challenges and how to deal with them, it is possible to anticipate which key stakeholders (individuals, groups or organisations) you will need to support the development intervention. This session will inspire you to start building linkages and partnerships that will increase your resource use efficiency and create conduits for knowledge and technology flow to enhance innovation.

Identification of critical links

A critical link is an important connection between actors within the system. It is important to identify critical links because these partnerships give the most benefit to the system as a whole.

As a broker it is your role to identify possible challenges or problems that individual stakeholders may be experiencing and

link them to other stakeholders in such a way that this integration will improve the situation for all links in the chain.

To decide which partnerships can be beneficial to the whole system you need to think about how each partner will add value to the other in order to make the link valuable. Start by looking at what goals need to be achieved in the system. Find out which goals each actor has decided on and then see how a link between different actors can help each partner to move towards reaching their individual and system goals.

The case study of the Rondeel layer housing system below shows the importance of critical links. The consumers wanted better welfare conditions for the hens that produced the eggs. To make sure the consumers would keep buying eggs, a new type of hen house was designed by Wageningen University. The Rondeel is a round structure that gives the hens the option of living indoors but under conditions they would otherwise have had if they were free-range outdoors. The design was promoted until it was finally accepted by the Venco Group who partnered with Wageningen University, a farmer's organisations and TransForum, to make it a reality.

Case study 3: Extract from Innovation in Layer Housing: From Drawing Board to Reality



The Roundel laying hen house (known as Rondeel in Dutch) is an example of successful innovation in agriculture between researchers, farmers and the wider community. Jackie Linden reports on its development from the drawing board to successful sustainability in the Netherlands.

One of the concepts in hen housing put forward by Wageningen University in 2008 was thought to be too risky ever to become commercial, but Willy Derks is the owner of one of the three systems now in successful operation in the Netherlands.



In a presentation to the Innovative Farming conference organised by Innovation for Agriculture and Animal Task Force at the UK's National Agricultural Centre last week, Mr Derks explained that the Wageningen project had started in 2004 with the aim to create a housing system for egg production that fitted the needs of the farmer, his chickens, his customers and society in general – in other words, a fully sustainable option for laying hen husbandry.

Seven years ago, two possible designs had been completed on the drawing board but then the project stalled until the Venco Group accepted the challenge to bring the Roundel house to reality in a partnership with the University, a farmers' organisation in South Holland (ZLTO) and TransForum. One of Venco's businesses, Vencomatic, set up a new division, Roundel, which not only builds the barns but also markets the eggs.'

Knowledge brokering

An agricultural innovation process requires the participation of:

- Producers;
- Input dealers, agro-food processors, traders;
- Private and public providers of services; and
- Financial services and regulatory bodies.

These stakeholders need to agree on clear roles, although these roles may change over time. Such changes can be positive because they provide opportunities for platform members to learn and share from different perspectives within the platform.

Participation in IP often comes down to one individual representing an organisation or group. Platform members need to have legitimacy when bringing the ideas of their organisation (or constituency) to the platform. This is also true for the actions, ideas and lessons that platform members bring back from the platform to their organisations. Members have to be

leaders and capable of triggering the needed change within their organisations.

If a platform wants to influence policy, it can be instrumental in having policy makers and government bodies involved from the beginning. Practice shows that, by working together, platform members are better able to influence the way policy makers look at a particular issue. Running a platform in partnership with governmental staff is part of an effort to influence policy.

Brokers are key actors in IP. A balance needs to be struck between the need for the broker to have knowledge on the local context as well as some level of neutrality. Innovation brokers need specific skills. A good broker is capable of bringing different actors together. They are impartial and someone members can trust. A broker needs to be able to build on local initiatives, be a good listener, and be open and able to communicate ideas clearly. The broker needs to have access to, and understanding for, members' agendas. Importantly, the broker needs to have convening power, and be able to ensure a continuous interactive process and develop a joint agenda. A broker is in principle not a co-ordinator. A broker does not give instructions nor do they manipulate the process of decision making.

It is not only the brokers who need special skills. It can happen that a great challenge is to get individuals and organisations who are used to working alone to work together, and to work for a larger group with different interests. It is therefore important to build the capacities of different stakeholders. Capacity building often takes shape as a series of training sessions, but can include on-the-job coaching or simply learning by doing followed by reflection.

Farmers may need special attention from a platform broker and tailor-made capacity building. It is difficult to represent farmers, given their diversity. Another common situation is that they have – for good reason – become sceptical about promises of joint work and collaboration. In addition, not all farmers have been

organised into associations or **apex organisations** yet. Case writers suggest that platform brokers and coordinators make sure that farmers play important roles in the platform (like monitoring and knowledge management) to feel recognised and to learn from the process.

There are situations where the same individual or organisation plays the role of broker and co-ordinator. In this case, impartiality is at stake. Some fear such brokers will end up working for the donors, rather than for the platform, whereas others believe such 'brokers cum coordinators' can in fact provide a good buffer between the two, helping to translate platform members' ideas and activities into donor language.

Apex



organisations:

Organisations, such as wholesalers, that take responsibility for coordinating the marketing of products on behalf of the farmers.

Creating linkages with markets

A value chain is made up of all the different actors working together to produce a product that is sold to the consumer in the end.

Figure 7 is an example of an agricultural value chain. To make sure the farmers you are providing a service to gain the most out of sales of their product, you need to identify the markets that they can sell their product in. By identifying the different actors in the value chain you will know which linkages you need to make with which market.

You would, for example, link the farmer to a supplier of seeds and fertiliser. You would also link the farmer to a collector, or directly to a processor. This processor will be linked to wholesalers and retailers who will distribute the end product to consumers.

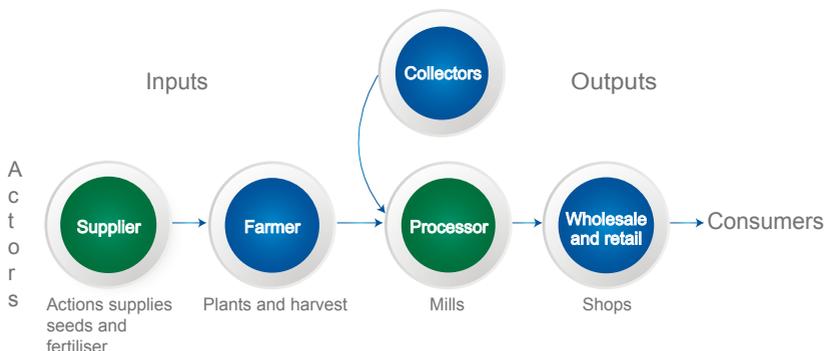


Figure 7: Example of a grain crop value chain

Input and output

The agricultural value chain does not only depend on the main actors who are actively involved in producing a product (the seed and fertiliser suppliers, the farmers, and so on). It also relies on the **input** of extension services and financing, which is why you will need to be aware of the needs of all of the actors along the chain to make sure they are linked to the correct markets, or **output**. Knowing the markets will help determine what output is expected, such as if there is a specific quantity of crop that needs to be produced.

Inputs: All the parts of the value chain that need to be put in to start production of a product. This includes seeds, fertiliser, hens, livestock, feed, financing and extension services. 

Outputs: These are the products that come from farming. These include crops for milling, products from milling, eggs, milk, meat and money earned from the sale of the products.

 Complete Activity 4.1 in your workbook.

Session 4.2: Learning alliances and networking

Session outcomes

After completing this session, you should be able to:

- Coordinate pluralistic service provision within the AIS;
- Explain the concept of action learning and reflective practitioners; and
- Explain how effective network is done.

Introduction

Learning is the fundamental ingredient of change and development. You are continuously learning wherever you are and in whatever you do. You can therefore greatly reduce your chances of making mistakes and progress faster if you are able to learn from others and share your learning with them. This session will help to enhance your learning and that of your clientele by sharing with others. Here you build learning alliances, which help to harmonise practices and approaches for facilitating change. This is important in the context of pluralistic service providers from public and private sectors.

Coordination of pluralistic service provision within the AIS

What is pluralistic service provision? It is different extension services, including NGOs and private extension service providers, working together to support rural farmers in their development. It is an important part of extension provision because it makes provision for the differences in farming systems and local situations each farmer has. It is beneficial in the AIS because it makes a range of different services available to individuals or groups who need tailor-made support to reach their development goals.

When different actors from public and private sectors, such as research organisations, development and donor agencies, private businesses and policy makers are coordinated into a network, it is called a learning alliance. These individuals are a diverse group who commit to improving knowledge on a specific issue to support development in their area. It is important to maintain this sort of multi-stakeholder engagement because these are the actors who help share knowledge and develop new approaches to situations in a specific context. This is important for the development processes that are ongoing in the AIS.

You can use all the tools you have learned in the previous sections to facilitate the coordination of learning alliances and pluralistic service provision. Identify the actors who will be most beneficial in meeting a specific development goal then find ways you can link them to each other to build a network.

 Building learning alliances, which help to harmonise practices and approaches for facilitating change, is important in the context of pluralistic service providers from public and private sectors.

Case study: Pluralistic services Central Asia and the Caucasus



In the early 1990s, a new system over delivery of advisory services was gradually created. Existing systems of the EAS in the Central Asia and the Caucasus (CAC) region strongly differ in the countries. In some countries, EAS is part of the public sector, in other countries the EAS system is quite diverse in terms of their organization, but mostly funded by the donor community, and there are other EAS systems which are more pluralistic in composition, and consist of public, private, and non-commercial entities that are involved in delivery of advisory services. In many countries of CAC region, the extension and advisory services were initially

introduced by development agencies and implemented as projects/programs, or the components of the national agricultural development programs or projects. Those initiatives were aimed at introducing new technologies to farmers; rendering consulting services; revealing the needs and interests of agricultural producers; organizing trainings service providers; and providing information and knowledge support to rural areas.

Main and combined types of EAS in the CAC region:

1. Government: Ministries of Agriculture, Agencies on Land Reclamation, Academy of agricultural sciences, Scientific Production Centre, etc.
2. Non-government/public and private: Associations of farmers, professional agricultural consultants, water users, agribusinesses, agronomist cooperatives, independent consultancy centres, specialized NGOs, agroshops (suppliers of production equipment), etc.
3. Donor projects: World Bank, FAO, ADB, GIZ, USAID, FAO, JICA, UNDP, EU, Aga Khan Fund, Mercy Corps, ACTED, Care, Oxfam, Helvetas providing project/programme-based consultancy services to households and farmers.
4. Public Private Partnerships.
5. Donor-supported initiatives led by NGOs.
6. Sector-wide and large investment projects by governments and donors.
7. Pluralistic services.

The concept of action learning and reflective practitioners

When you or your team is faced with a problem, you can use action learning and reflective practice as part of the problem solving process. Action learning is when you solve a problem by actively trying different solutions, then evaluate the results and adjust the problem solving methods you used to get the best results. Reflective practice is used for continuous learning. You

always look at the action taken in a critical way and find how these actions can be improved.

With development comes change. When you know how to evaluate the situation and improve your problem solving skills, you will be able to adapt to the continuous change that happens throughout the AIS.

Networking

To network is to make contact with different actors for the purpose of exchanging information and building professional relationships. It is important in the AIS for different actors to be linked together in a network so that the whole system benefits from these relationships. It has the advantage of linking experts from different fields together so that you, the extensionist, do not have to be an expert in everything yourself. It gives access to new information and expert knowledge to those who can use it best.

There are many established networks with specific areas of specialisation. These can be networks for only livestock production or only crop production for example. Each network is made up of different actors who are involved in research, innovation or production for one specific area of agriculture.

These actors work together to expand the support base that is available to farmers for a specific part of the farming operation. You, the extensionist, can tap into the resources offered by such networks, or if possible connect your farmers to such networks to get information on new technologies that might help in their development process. It is up to you to find out which local networks are available to you, or to explore which networks you can facilitate to launch in your area.

Depending on your situation and the technology that is available to you in your area, some tools you can use for networking are online social media groups, instant messaging text groups, radio chat forums or farmer days.

 Complete Activity 4.2 in your workbook.

 Complete Activity 4.3 in your workbook.

Concluding remarks

Always remember that continuous learning is a fundamental ingredient of change and development. Building learning alliances that harmonise practices and approaches for facilitating change is important in pluralistic service provision. Networking has the advantage of linking experts from different fields together to provide knowledge about specific topics to those who need it.

 Complete the summative assessment in your workbook.

 Complete the post-assessment in your workbook.

Glossary

Definitions

| Word | Definition |
|----------------------|--|
| Facilitation | The process of helping individuals and groups of people identify their objectives and find ways of addressing difficult challenges to achieve their goals. |
| Development | A process in which someone or something changes from one state to another to improve the situation. |
| Interface | The meeting point of different parts of a system. |
| Time-dependent tasks | Any tasks that must be performed at a specific time of the day, such as farm work, looking after children or school. |
| Agenda | A list of main topics that should be discussed at a meeting. |
| Analysis | A process of breaking down a complex problem or issue into smaller parts to understand it better. |
| Structure | The way parts of a system are connected to form a whole. |
| Systemic | Something that has an effect on most or all of a system. |
| Leverage point | A place in a system's structure where a solution element can be applied. |
| Root cause analysis | The process of finding out where a problem started, to find a way to solve it. |

| Word | Definition |
|-----------------------|---|
| Causal chain | The links between the beginning and end effect of a problem. |
| Inspiration | When you are faced with a problem and you suddenly think of a good idea that you are excited to use to solve the problem. |
| Imagination | A creative way a person thinks of ideas by thinking of how a situation might be different if they changed the way they do a thing. |
| Assertive | To be very confident and slightly forceful with your ideas. |
| Open-ended questions | Questions that are answered with details, not only yes or no. |
| Leading questions | Questions that you ask to encourage people to think about a specific topic and give you the information that you need about the topic. |
| Probing questions | Questions that you ask for more specific information so that a deeper understanding can be developed about the topic. |
| Possibility questions | Questions that you ask, to imagine how things will be after a challenge is resolved. |
| Body language | This is a natural way that a person interacts with others without talking to them. It shows the other person if it is a comfortable situation or not. |
| Power relations | The interaction between more powerful and less powerful members in a group or organisation. |

| Word | Definition |
|------------------------|--|
| Powerful members | Individuals in a community or organisation who have the most influence on what decisions are made for the benefit of the group. |
| Perceptions | How an individual understands the world around them based on what they know. |
| Feedback | The information that is given about a situation that can tell you if a change was positive or negative. |
| Shared vision | The vision a group or organisation has decided on which will guide their decisions and choices to move them toward the common goal. |
| Collective action | The action of the group of individuals working together as a team that will move them toward achieving their shared goal. |
| Continuous record | Information that is recorded on an ongoing basis so that every change is in the same place to be reviewed later. |
| Stakeholder | An individual or organisation, which may directly or indirectly be affected or have an effect on the intervention being undertaken. |
| Primary stakeholders | People or groups that are directly affected by the intervention (targets and beneficiaries of the intervention). |
| Secondary stakeholders | People or groups that are indirectly affected by the intervention (directly involved with or responsible for beneficiaries or targets of an intervention). |

| Word | Definition |
|----------------------------|--|
| Key stakeholders | People who are important within or to an organisation, agency or institution engaged in an effort (people who can devise, pass, and enforce laws and regulations that may either fulfil the goals of your effort or directly cancel them out). |
| Stakeholder analysis | The process of working out stakeholder interest and influence to plan for appropriate engagement. |
| Goal | The purpose or intention of the multi-stakeholder engagement. |
| Collective and shared goal | A situation or condition that is the desired result of the intervention and is agreed upon by all participating stakeholders. |
| Vision | A description of the ideal future that the multi-stakeholder engagement will work to achieve over time. |
| Mission | Clearly defines 'who, what how and why' of the multi-stakeholder arrangement. |
| Trust | A social phenomenon, which emerges with time and strengthens the relationship between the stakeholders to work together toward a shared goal. |
| Accountability | A principle that commits all stakeholders to contribute depending on their interests and capabilities while being accountable to each other. |
| Human capital | The knowledge and skills that a group has that is of value to an organisation or collective. |

| Word | Definition |
|-------------------|--|
| Social capital | The social relationships and networks within a group or organisation that enhances the function of the whole. |
| Apex organisation | Organisations, such as wholesalers, that take responsibility for coordinating marketing or products. |
| Ice breaker | A short group activity or something the facilitator says to the group at the beginning of a meeting to make everyone feel more comfortable working as a group. |

Abbreviations

| Abbreviation | Description |
|---------------------|--|
| AIS | Agricultural Innovation Systems |
| AKIS | Agricultural Knowledge and Information Systems |
| GFRAS | Global Forum for Rural Advisory Services |
| IP | Innovation Platforms |
| IAR4D | Integrated Agricultural Research for Development |
| NGO | Non-governmental organisation |

Resources

The following resources were used in writing this manual:

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Other modules of the New Extensionist modules are:

1. Introduction to the New Extensionist
2. Extension Methods and Tools
3. Extension Programme Management
4. Professional Ethics
5. Adult Education for Behavioural Change
6. Knowledge Management for RAS
- 7. Introduction to Facilitation for Development**
8. Community Mobilisation
9. Farmer Organisational Development
10. Value Chain Extension
11. Agricultural Entrepreneurship
12. Gender in Extension and Advisory Services
13. Risk Mitigation and Adaptation

Other related modules developed by GFRAS are on:

- Evaluation of Extension Programmes
- Policy Advocacy for RAS