Post Graduate Diploma in Agricultural Extension Management (PGDAEM)

Course code: AEM 102
Course Title: Facilitation for Development (2 Credits)

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Block I: Introduction to Facilitation for Development

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UNIT – 1

FACILITATION FOR DEVELOPMENT – AN OVERVIEW

Highlights of the Unit

- Objectives
- Introduction
- Facilitation and Facilitators
- The Basic Principles of Facilitation for Development
- Desired Attributes of Facilitator for Development
- Facilitation Skills, Techniques and Tools
- Let's sum up
- Further Readings/references
- Check Your Progress – Possible Answers

1.0   OBJECTIVES

The main objectives of the unit are:

- To explain the concept of facilitation for change as a core function of Extension Professionals.
- To understand the principles and various attributes of facilitation
- To understand the different tools and techniques of facilitation

1.1   INTRODUCTION

Development is broadly a participatory process of directed social change, intended to bring about both social and material advancement for majority of the people in the social system. Such widespread behaviour change for development could be attained by effective facilitation.

The following things need to be understood in 'facilitation for development:

- Meaning and importance of facilitation in development work.
- Importance of facilitation and the role of a facilitator.
- Differences between process facilitation and training facilitation.
- Importance of facilitation in extension and development.

- Key facilitation skills required for an extension and development professional.
- Facilitating change in individuals, groups and organizations.
- Arrangements required for multi-stakeholder interactions, brokering strategic partnerships and networking.

In short, the essence of this block is to make the learners understand that facilitation is one of the major means and development is the outcome.

After studying this unit the learners would be able to:

- Understand the meaning and concept of facilitation.
- Discuss the basic principles of facilitation and desired attributes of a facilitator.
- Describe facilitation skills and tools and techniques of facilitation.

1.2   FACILITATION AND FACILITATORS

1.2.1   What is Facilitation?

Facilitation comes from the French word *facile*, which means to make easy. Facilitation is the process of helping groups accomplish their tasks. The dictionary definition of facilitation is "the act of helping other people to deal with a process or to reach to an agreement or solution without getting directly involved in the process, discussion, etc. oneself".

The other meanings of facilitation are:

- Facilitation involves letting go off control over the outcome of a process and giving that responsibility to the group **(Otim, 2013).**
- Facilitation is designed to help groups perform more effectively. A facilitator's job is to focus on how well people work together although a facilitator "can fulfil different kinds of needs in working with a group" his/her actual role depends on "the group's purpose for coming together and what is expected of the facilitator"(**Auvine et al., 2002).**
- Facilitation aims at "supporting the work of different types of teams in mostly solving complex problems and in developing decision solutions. The point is that facilitation enablers allow learners to be confronted with different kinds of participation" (**Murray and Blackman, 2006)**

From the above definitions it is clear that the functions of facilitation are:

a. To serve the group

b. Increase efficiency of running meetings and ensure ideas represent the group.

c. Help people make decisions and achieve results.

d. Draw on the ideas of all and restricts a few to dominate, and

e. Ensure that outputs are captured and presented in an easily understandable form.

The common characteristics of facilitation from the above discussion are summarised in Box 1:

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Box 1. Common Characteristics of Facilitation

- Art of bringing people together

- Helping groups accomplish their tasks without getting directly involved in the process

- Helping people to learn through self-discovery

- Empowering people

- Help groups perform more effectively

- Supporting the work of different teams

- Helping people to participate in development etc.

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1.2.2 Why Facilitate?

For good facilitators, facilitation is not just something they do; it is a state of being. They always look for the opportunities to facilitate human interactions: be at the workplace, community groups or organizations – anytime a group of people gets together to accomplish a specific goal.

"A facilitator's job is to serve the group. A facilitator impacts and guides the process but does not give input on the content of a meeting- that comes from the group members." A facilitator's role is far beyond "running the meeting" and "disseminating the information".

Facilitation is an important skill needed by extension and development workers. It is the ability to guide a group of individuals through processes that will result in the achievement of group objectives and goals in different groups viz.

- *Gram sabhas*
- Village panchayat meetings
- Extension councils
- Program advisory committees
- Community decision making groups
- Any developmental programme stakeholder's meetings

What is Facilitation for Development?
▪ Development is a process of growth, progress and advancement. Facilitation for development is a deeper process of helping individuals or group of people understand themselves and their role in development.   ▪ It is concerned with both the content and the process of development; and   ▪ It is the art of discovering how to unleash people's ability to learn, reflect, use their skills and their potential to achieve their goals   **Source:** Ngwenya, H. and Kibwika, P, 2016.

1.2.3. Training vs. Facilitation

Are the trainers and the facilitators the same?

There are some fundamental differences between a trainer and a facilitator as highlighted by Barbara MacKay (2017).

Table 1.1 Fundamental differences between a trainer and a facilitator

Criteria	Trainer	Facilitator
Learning vs. Thinking	Training is about passing on learning	Facilitation is about helping to think in a group
Hierarchical vs. Collaborative	Training is a hierarchical model where the trainer is a teacher and the learners are the student who are supposed to know less than the trainer	Facilitation, on the other hand, is based on collaboration

Applying vs. Communicating	A trainer is supposed to help the group apply the content he or she has given them.	In facilitation, it is not the role of a facilitator to reinforce concepts but to give space for communication within the group
Linear vs. Flexible	From a design perspective, training occurs more often in a linear form through the trainer's outline	Facilitation often has a more flexible agenda, as you cannot exactly predict what is going to happen within the group.
Longer-term versus Immediate results	A trainer is often focused on achieving a long-term outcome	While as a process facilitator, one looks for short-term insights and, often, immediate results.

1.2.4 Facilitation - A Core Function of Extension

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. All the actors in the system (like farmers) need to learn skills that allow them to function as a sub-system. It is important that each and every actor in the system 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 the role of a facilitator to teach each person or group the skills they would need for their own development comes into play. A facilitator is expected to have the ability to teach people in different sub-system levels on how to work together, so that the whole system can work.

Extension service has historically been recognised as an important interface between farmers and other actors. In order to be more 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 the level of participation and the pattern of interaction of the different actors within the AIS.

Activity 1: Ask your colleagues what they mean by 'facilitation' in the context of development? Compare their views with those given in this section and write your observations.

Check Your Progress 1

1. What is facilitation?

2. Write the difference between a 'trainer' and a 'facilitator' in the context of development?

1.3   THE BASIC PRINCIPLES OF FACILITATION FOR DEVELOPMENT

Facilitation is more an intuitive art form than science. In the context of extension and development, every situation is unique and demands a masterful facilitator to be flexible and adaptable, serving the group needs. Facilitation is a core function of extension that involves the following principles:

1. Planning and preparation

2. Creating a comfortable setting for participants

3. Neutrality

4. Listening; and

5. Motivation.

1.3.1   Planning and Preparation

A facilitator first and foremost be aware of the objectives of the session, before preparing the **facilitation contact session** with the individual or group, so that he gets a good idea of what (s)he has to address during the meeting and the appropriate facilitation techniques to achieve the outcomes. A general plan or agenda about the facilitation contact session will help a facilitator to decide upon the time to be spent on each topic and also permits a fair chance to know about the challenges of the group, make out the suggestions.
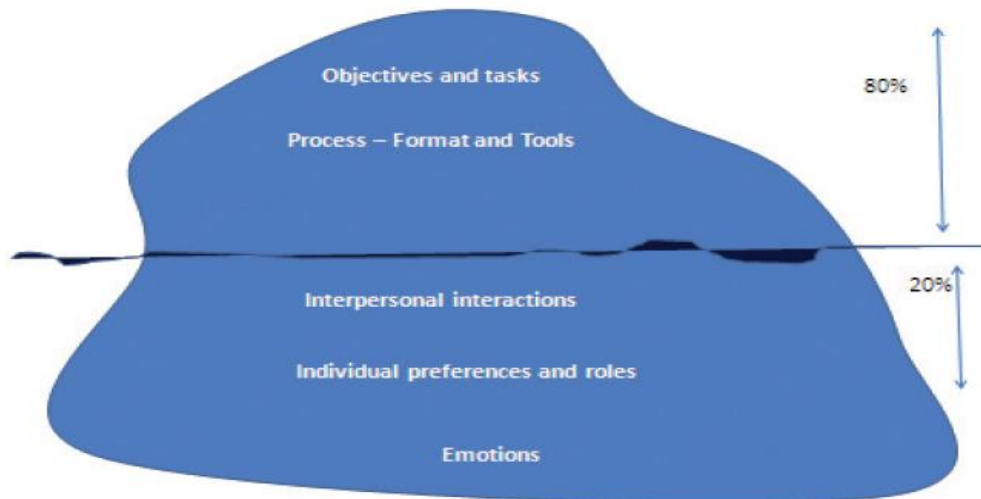
Fig 1. Planning a meeting: The process of iceberg model (Source: Mann, 2013)

The model given by Tony Mann, the Director of Resource Strategic Change Facilitators, illustrates that a facilitator, by helping the group to identify the objectives and tasks and designing the 'best' process (format and tools), can alleviate 80 per cent of the problems that beset meetings, workshops and events. This is counter-intuitive - because the main problems in facilitating meetings are below the 'waterline'. According to this model, the 'iceberg' rises out of the water and the remaining 20 per cent becomes much less of a problem. In fact, there are no 'difficult people'. The key issue is getting clarity of the tasks and having a good process.

1.3.2 Creating a Comfortable Setting for Participants

For a facilitation contact session or a 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 the job of a facilitator to create safe space by setting some rules on how the session should be structured. It is important to make sure that everyone is aware of, and agrees upon, the rules of the meeting. The facilitator should make sure that each person is allowed to speak without interruption. No one should break the rules and everyone should get a fair chance to say something.

1.3.3   Neutrality

Staying neutral, helps kick-off and round up conversations, highlighting points of consensus and summarising key takeaways. Intervene when necessary and help the group clarify outcomes.

1.3.4   Listening

Active Listening: This is the act of concentrating to listen to what someone is saying so as to understand and remember what they heard. This is an important skill of a facilitator as (s) he should 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.

Reflective Listening: This is the act of repeating what the listeners had been told, so as to ensure that they had heard and understood the things correctly. This is an important tool for a facilitator in order to ensure that there is no misunderstanding in the meeting or the contact session

1.3.5   Motivation

To run the facilitation session smoothly, it is important to encourage the individual or members of a group to think about positive outcomes. Instead of letting people just complain about problems, a facilitator must guide them to think about how they can begin to make changes to find a solution to their problem. If they find the solutions satisfactory then they will actively implement the change.

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

Check Your Progress 2
1. Write the basic principles of facilitation.
2. Write the difference between an active and a reflective listening.

1.4   DESIRED ATTRIBUTES OF FACILITATOR FOR DEVELOPMENT

A facilitator for development is expected to develop some attributes that enable him/her to be effective in influencing change processes.
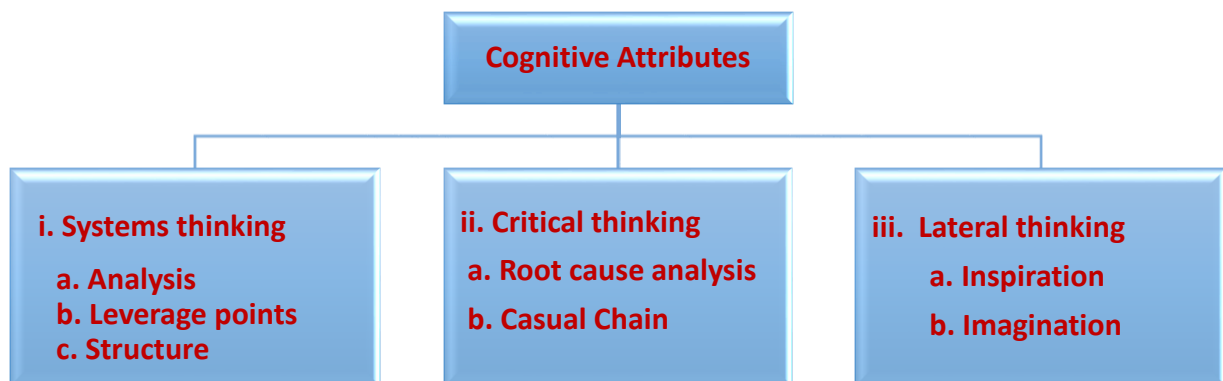
The following are the essential attributes of a facilitator:

1. Cognitive attributes
2. Emotional attributes
3. Social attributes

1.4.1   Cognitive Attributes:

These attributes deal with how one thinks about the system perspectives and the processes. It is about understanding how systems operate, how to see the bigger picture and how to influence those systems in a more effective way.

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Cognitive Attributes

i. Systems thinking
  a. Analysis
  b. Leverage points
  c. Structure

ii. Critical thinking
  a. Root cause analysis
  b. Casual Chain

iii. Lateral thinking
  a. Inspiration
  b. Imagination

1.4.1.1   Systems Thinking: This is one of the critical arts by which one can analyse the relationship between parts, the system and how it relates to the environment. This understanding can improve decision making. It uses:

- *Analysis:* A process of breaking down a complex problem or issue into smaller parts to understand it better.
- *Leverage points:* A place in a system structure where a solution element can be applied.
- *Structure:* The way parts of a system are connected to form the whole.

In systems thinking, systemic means arising from the structure of the system and affecting the general behaviour of the entire system, something that has an effect on most or all of a system.

1.4.1.2 Critical Thinking:

Critical thinking is thinking about a problem from neutral point of view to form an opinion about it, based on the facts and not emotions. An extension professional, must approach the problem from a neutral point of view. Time should be spent on finding the solution fast rather than trying to find someone or something to blame.

Root cause analysis: A problem tree / cause effect diagram clearly shows the root, stem and effect of a problem. Cause effect diagram falls under the family of flow and linkage diagram methods. Also known as fishbone or Ishikawa diagram, it focuses on the causal factors of a phenomenon, activity or problem and the effects thereof. The cause effect diagram presents visually the causes, effects and their inter-linkage, which help in arriving at an in-depth understanding of a particular topic, and provide scope for analysis and subsequent action by the local people. This diagram is useful to study and analyse the problems of wide areas including illiteracy, the dropout rate of children from school, drinking or alcoholism, the status of women, migration, low productivity, drought, food insecurity, ill-health, etc. (Fig. 2).
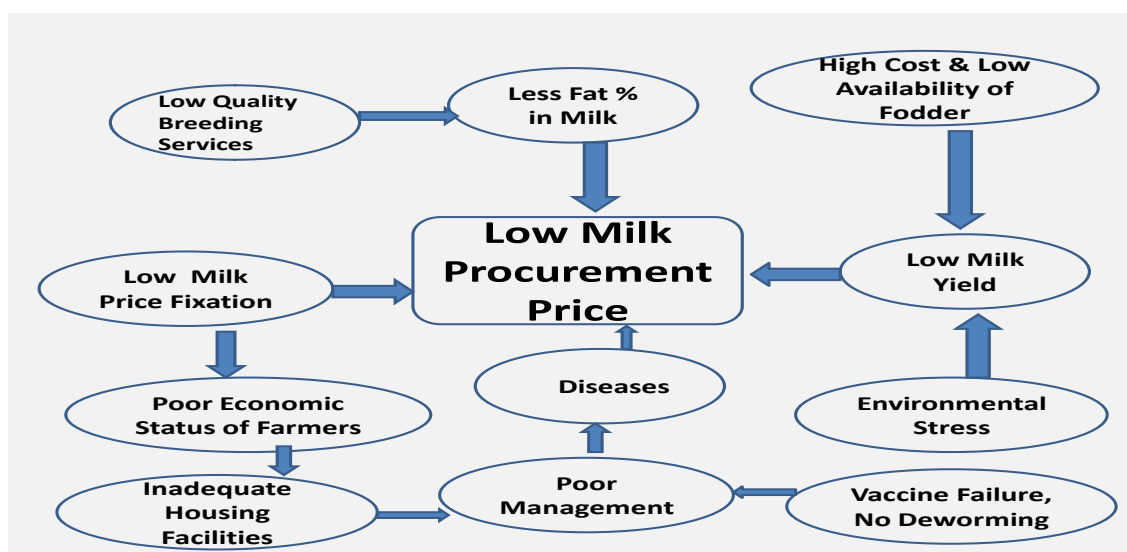

Fig.2: Problem of Low Procurement Price for Milk and Associated Reasons Identified by Extension Students in Rural Puducherry (Source: RIVER, Puducherry)

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

Finding solutions to problems or challenges quickly, make the system run smoothly and keep the actor's benefit from the system satisfied.

1.4.1.3 Lateral Thinking:

Also called as thinking out of the box. It is a way of looking at the problem or the situation in a new and creative way. For solving a problem using lateral thinking there is a need for inspiration and imagination.

How to use lateral thinking for facilitation in the AIS context?

It is the job of a facilitator to encourage the individual or group in helping to imagine how a solution to a problem can make their situation better. By encouraging them to be creative in imagining a positive outcome, rather than focussing only on the problem, (s)he can motivate them to put their plans into action. This will also help to give the individual or the group different options on how to make the changes that they need to improve their situation. With multiple solutions available, the individual or a group can make their own decision about which plan or change will be the best for them.

(a) Emotional Attributes: Emotional attributes are how a facilitator deals with his own emotions and how (s)he responds to the emotions of others (s)he interacts with. A good facilitator needs to be confident, have good self- esteem and be aware of his/her cultural identity so that one 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: It is the way a person would interpret, judge and understand things that are considered common knowledge to most people. A person is said to have common sense if (s) he knows how to behave in a certain situation without someone else teaching them about it. An extension personnel, has to facilitate people from different backgrounds. It is important to remember that the definition of 'common knowledge' will change depending on where (s) he grew up or what they were taught from young age.

Empathy: Empathy is a person's ability to understand from other person's perspective that they are experiencing. In other words, it is "To walk in someone else's shoes". A facilitator should show empathy to the individual or group so that they feel comfortable discussing their challenges with him/her. The individual or group should feel that the facilitator would suggest solution to their problem as (s) he understands it.

Self-awareness: It is being aware of one's own thoughts, emotions, motivations, strengths and weaknesses. It is important for a facilitator to be self-aware so that (s) he can evaluate the situation in a meeting or contact session and adjust his behaviour to suit the situation. It will also help a facilitator to identify the areas in which (s) he needs to improve in order to do better.

Self-regulation: It is the ability to be aware of, and in control of one's own thoughts, emotions and behaviour so that one can change them to adjust to a specific situation. A facilitator should have good emotional intelligence in order to read a situation in the best way to reduce the level of uncertainty in the situation. It will allow him/her to lead when someone is uncertain about something to keep development moving forward. It can also help the facilitator to identify which people (s) he needs to encourage to make decisions for their benefit.

(b) Social, Behavioural and Attitudinal Attributes (Social Intelligence): In the context of AIS, social intelligence is the ability of 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 extension personnel because of this. An extension professional, to facilitate development, should make the farmer feel that he is 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 the responsibility of a good facilitator to emphasise that the best possible solution to any problem can be found by working together (Source: GFRAS, 2017).

The characteristics of a good facilitator are summarised in Box 2 for comprehension.

Box 2. Characteristics of a Good Facilitator	
• Humble	• Sensitive to the needs of others
• Generous	• Willing to learn from mistakes
• Patient	• Dynamic, a motivator
• Understanding	• A good listener
• Accepting	• Good at summarising others' ideas
• Inclusive	• A good communicator.
• An encourager	
• An enabler	
• Confident	
• Affirming of everyone's knowledge	

Source: Serti, 2019

Activity 2: Visit a nearby development department and discuss about the desired attributes of a facilitator for development. Compare their views with those given in this section and write your observations.

Check Your Progress 3

1. How a problem tree / cause effect diagram is useful in facilitation process?

2. Name the attributes of emotional intelligence

3. Write any five characteristics of a good facilitator

1.5   FACILITATION SKILLS

1.5.1   Essential Facilitation Skills

No one is born as an expert facilitator. It is important to work on certain skills that will help a person to become an effective facilitator. Essential facilitation skills are summarised in Box 3 (Serti, 2019).

Box 3. Essential Facilitation Skills	
Preparing a Meeting	**Running a Meeting**
• Ask the right questions • Design the process • Agenda planning • Communicate with stakeholders • Organise and manage	• Create an inclusive environment • Communicate clear instructions • Manage group dynamics • Empathy • Active listening • Use verbal facilitation skills • Conflict management • Consensus building • Manage timing • Gauge the energy level • Stay neutral • Record outcomes

Source: Serti, 2019

1.5.2   Verbal Group Facilitation Skills

Some of the verbal group facilitation skills are summarised in Box 4.

Box 4. Verbal Group Facilitation Skills
Probing: Probing is used to determine the mood or general opinion of the group about a certain topic or point in the discussion. Just asking for a "thumbs up-thumbs down" survey can be enough to get an impression of the general opinion of the group.

Paraphrasing: Paraphrasing means to express the same content that was just stated before but in your own words in order to check that the facilitator and the listeners had the same understanding.

Redirecting questions or comments: Redirecting a question to the group helps get participants more involved in the discussion. In addition, it also encourages group reflection.

Bridging and referring back: This helps the group follow the discussion and to connect ideas by recalling earlier discussions or ideas.

Shifting perspective: If the group gets stuck at some point in the discussion, try to shift the perspective and look at the problem from a different angle.

Summarizing: Repetition promotes understanding, and summarizing what has been discussed so far will help the group build upon the conclusions they have already made.

Giving positive reinforcement: It's important to encourage people, especially those who are less assertive, to state their opinions. Therefore, when someone brings up a good point, say so, thus showing his/her participation is appreciated, and later on he/she will feel confident enough to bring up another idea again.

Including quieter members: Encourage less talkative members to contribute to the discussion. Ask directly for their opinions and any questions if they have. At the same time, keep in mind that people do have different learning and thinking styles and may not feel comfortable if they are 'encouraged' too much.

(**Source:** https://www.sessionlab.com/blog/facilitation-skills/)

1.5.3 Technical Facilitation Skills

Facilitation is a practice that requires skills. The functional skills are designing processes, applying a variety of facilitation tools and techniques, asking the right questions, undertaking own process observations and completing documentation and using visualisation to improve situations. A good facilitator need to develop these skills for development.

1.5.3.1 Design processes:

A facilitator will be in a situation where (s) he needs to plan and organize meetings between different individuals or organizations to help them work together

towards a common goal. Some of the important questions that a facilitator needs to ask her/himself when planning the agenda are:

- What is the goal he wants to achieve with this meeting?
- What results does he expect from this meeting?
- What action is needed to achieve the goal?
- What are the best techniques for him/her to use to help the participants achieve their goal?

A meeting is usually divided into an introduction, a body and a conclusion. This means a facilitator should start the meeting by introducing himself and welcoming everyone to the meeting. He should explain the agenda of the meeting and make sure that everyone understands the rules of the meeting.

The body of the meeting is when the facilitator leads the group through the discussion on the agenda point by point. S/He should make sure that everyone gets 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 in the agenda.

When everyone is satisfied that the goals of the meeting have been achieved (s) he may continue towards the conclusion. This is where the facilitator summarises what has been discussed in the meeting, and thank everyone for attending and participating in the meeting.

1.6   FACILITATION TECHNIQUES AND TOOLS

A facilitator while facilitating a meeting should ensure that (s) he has something to write e.g. a flip chart, a white board and different coloured markers or a chalkboard with chalk. S/He should remember that the people at the back of the group will also be able to see her/ his writing. He should have a clock for effective time management. Remember each group is different. Choose the technique that will suit the size of the group.

For people to feel comfortable to share ideas with strangers in a group there is a need for some level of trust. To build this trust between strangers one can start the meeting with an ice breaker.

1.6.1 Ice Breaker

This technique is used to introduce participants to each other or to help them to relax, wake up, or recapture their wondering interest. As its name implies, the ice breaker warms the learning environment to the point that the 'ice' keeping participants gets involved in interaction with each other and the ice is broken.

Once everyone seems to be relaxed, the facilitator can continue with the discussions. As (s) he knows the purpose of the meeting, (s) he can write the topic down and invite the members to share their suggestions on the topic one by one. This is known as prompting. A facilitator has to write down their ideas and then invite everyone to say something about these ideas.

> **Advantage** – An ice breaker actively involves all participants in an active role. Ice breakers should be fun and should create an initial bond between facilitator and participants.

If the members seem to lose their focus on the chosen topic, then they should be gently prompted to get back to the topic. If someone doesn't feel comfortable contributing to the discussion, they should be given the option to pass on their turn.

Some strategies to help participants by using ice breakers are known as "perceived internal freedom" and in control of their learning are summarised in Box 5:

Box 5. Strategies for Perceived Internal Freedom and Control Learning

- Sequence activities and discussion methods to build comfort within the group incrementally.

- Take time to get the group warmed up! Start with partner sharing before large group sharing.

- Allow participants to pass in a group discussion, especially at the start of group process.

- Be thoughtful about language. Inviting participants to share their thoughts sounds different than telling them that they are going to share.

- Reflect and check-in throughout so that the participants can understand the purpose of the activity and why the lesson is relevant and useful to them. Share expectations, requests and goals.
- Icebreakers enable introvert participants to push out of their comfort zones, later in the group process which is really an important task of a facilitator.

1.6.2 Brain Storming

If there is no set topic by the facilitator, then (s) he can invite each participants to give some ideas on the topics under discussion. S/He should write down the topics and then invite each participant to give suggestions of how to take action to create the change they need for development. A facilitator should allow each person to speak for 1-3 minutes. This is called brainstorming. This technique encourages active and imaginative output from participants and taps into the knowledge and expertise of the participants. A facilitator's role is to encourage all participants to say the first thing that comes to their minds and to keep ideas flowing quickly. Brainstorming is used to help focus or clarify activities or to generate information that can help jumpstart a topic. It's a creative way of finding solutions to problems.

1.6.3. Questioning and Probing

There are different ways to ask questions in order to get the required information. A facilitator needs to ensure that (s)he asks the right questions during a meeting so that (s)he will get all the information about a situation before (s)he decides how best to facilitate change. S/he should always ask open-ended questions.

A facilitator has to ensure that the individuals or group stay focused on the topic under discussion so that a solution can be found. S/He can ask leading questions to achieve this. Another way to get more information is to ask probing questions. It will encourage the person to give more specific information on the topic.

When it becomes clear what the problem or challenge is, that needs to be addressed, the facilitator can ask the individual or group possibility questions to empower them to start thinking of a solution to their problem in a positive way (Box 6).

Box 6. Types of Questions

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

- **Leading questions:** Questions that are asked to encourage people to think about a specific topic and to give the information that is needed about that topic.

- **Probing questions:** Questions that are asked for more specific information so that a deeper understanding can be developed about the topic.

- **Possibility questions:** Questions that are asked to imagine how things will be after a challenge is resolved

(Ngwenya and Kibwika, 2016).

Imagine that there is a meeting with a group of small scale farmers who produce a crop. It is a routine visit to that area. The extension worker has the information of a new seed variety that (s) he would like to share with the farmers. S/He also wants to gather information on what is happening since his last visit, to see if the new seed variety could benefit them. The following are the important leading questions to ask to the group to get the best information to make change in that scenario (Ngwenya and Kibwika, 2016):

- 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 one might ask the group in the above scenario are:

- Are there any specific techniques that you use to get good yields?

- How has the crop production changed after changing the seed varieties?

- Is there anything that you have changed recently regarding your crop production?

- Has anything specific changed in your community since the last visit?

After explaining to the group about the above scenario how the new seed variety could be better than the current variety that they are using, then the following possibility questions can be asked:

- Imagine that you have changed the 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 you need to take to start making a change?

- What opportunity do you find in this challenge if you could look back on now from the future?

1.6.4   Process Observation and Documentation

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

Documentation is recording of what has been observed. This can be in the form of minutes of a meeting or own record of what has been observed. It allows to track the progress of development in the facilitating group. This record will help identify where the facilitation techniques are needed for guiding the development process successfully.

1.6.5   Visualization

Visualization is forming an image in mind of something that we want to achieve and how to achieve it. In the AIS context, a facilitator can ask the individual or the group to imagine how their situation will improve if they follow a specific course of action. They are asked to form a mental image of outcome of the proposed development process and then to imagine how they will get to that outcome.

The individual or the group is always encouraged to focus on the positive outcomes they want to achieve. Visualisation keeps the participants motivated to focus on the actions needed to make the changes for development to be successful.

It also helps in deciding which of the suggested action plan will be the best one to make the change. They can imagine how their situation can be improved and they will be open to accepting the change that will move them towards their end goal. (Ngwenya and Kibwika, 2016)

Some of the tools and techniques that can help make a meeting or event great, as part of facilitation are summarised in Box 7 for understanding.

Box 7. Facilitator's Tool Box

- **Ice Breakers** – Easing group contribution.

- **Running Effective Meetings** – Setting an objective and sticking on to it.

- **Modified Borda Count** – Prioritizing issues to achieve consensus.

- **Multi-Voting** – Choosing fairly between many options.

- **Brainstorming** – Generating many radical ideas.

- **The Charette Procedure** – Brainstorming many ideas with many people.

- **The Delphi Technique** -Achieving consensus among experts.

- **Concept Attainment** – Reaching a shared understanding of issues.

- **Role Playing** – Preparing for difficult situations.

- **Avoiding Group think** – Avoiding fatal flaws in group decision-making.

- **Strategy Tools** – Tools and techniques that help one understand his/her environment and think about the best way forward.

- **Creativity Tools** – Tools that help you develop creative solutions to problem.

- **Problem Solving Tools** – Which help you understand and solve complex problems.

- **Decision Making Techniques** – Giving good formal tools for making difficult decisions.

   (**Source:** https://www.mindtools.com/pages/article/RoleofAFacilitator.htm)

Check Your Progress 4

1. Name the verbal facilitation skills
2. Write the advantage of icebreaking in facilitation
3. Write the difference between open-ended and leading questions.

1.7   CONCLUSION

In this study unit we have learnt that development is a change, but not every change is development. Understanding what facilitation is and the tools and techniques required for facilitation is important to master the facilitation skills. Remember that facilitation skills are essential to trigger the level of participation and the 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 one must master cognitive, emotional and social attributes to better engage with others. One must be able to observe processes and use different tools to help the development of individuals or groups.

1.8   LET'S SUM UP:

Facilitation is the process of helping groups accomplish their tasks and is also an important skill needed by the extension and development workers. Development is a process of growth, progress and advancement. Facilitation for development is a deeper process of helping individuals or groups of people understand themselves and their role in development. Facilitation skills are essential to trigger both the level of participation and the pattern of interaction of the different actors within AIS. In the context of extension and development, every situation is unique and demands a masterful facilitator to be flexible and adaptable, serving the group needs. Understanding the different attributes that a facilitator should possess and the skills required for facilitation is also a prima facia.

1.9   CHECK YOUR PROGRESS – POSSIBLE ANSWERS

Check Your Progress 1

1. Facilitation is the process of helping groups accomplish their tasks.

2. Training is about passing on learning while facilitation is about helping to think in a group. Training is a hierarchical model where the trainer is a teacher and the learner is the student who is supposed to know less than the trainer. Facilitation, on the other hand, is based on collaboration. The trainer is supposed to help the group apply the content (s) he has given them.

In facilitation, it is not the role of the facilitator to reinforce concepts but to give space for communication within the group. From a design perspective, training occurs more often in a linear form through the trainer's outline. Facilitation often has a more flexible agenda, as one cannot predict exactly what is going to happen within the group. A trainer is often focused on achieving a long-term outcome. While as a process facilitator, you're looking for short-term insights and, often, immediate results.

Check Your Progress 2

1. The basic principles of facilitation are: Planning and preparation, creating a comfortable setting for participants, Neutrality, Listening; and Motivation.

2. Active Listening is the act of listening to what someone is saying so that the learners can understand and remember what they have heard. This is an important skill of a facilitator as (s)he should 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. Reflective Listening is when a listener just repeat 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 ensure that there are no misunderstandings in a meeting or contact session.

Check Your Progress 3

1. A problem tree / cause effect diagram clearly shows the root, stem and effect of a problem. It focuses on the causal factors of a phenomenon, activity or problem, and the effects thereof. The cause effect diagram presents visually the causes, effects and their inter-linkage, which help in arriving at an in-depth understanding of a particular topic, and provide scope for analysis and subsequent action by the local people.

2. The attributes of emotional intelligence are: Common sense, Empathy, Self-awareness, and Self-regulation.

3. The characteristics of a good facilitator are: humble, generous, patient, understanding, accepting, inclusive, an encourager, an enabler etc.

Check Your Progress 4

1. The verbal facilitation skills includes: probing; paraphrasing; redirecting questions or comments; bridging and referring back; shifting perspective; summarizing; giving positive reinforcement, and including quieter members

2. An ice breaker actively involves all participants in an active role. Ice breakers should be fun and should create an initial bond between facilitator and the participants.

3. Open ended questions are answered with details, not only yes or no. Leading questions are asked to encourage people to think about a specific topic and to give the information that one needs about that topic.

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UNIT-2

FACILITATING CHANGE IN INDIVIDUALS, GROUPS AND ORGANIZATIONS

Highlights of the Unit

- Objectives
- Introduction
- Facilitating Change among Individuals
- Tools for Self-discovery
- Facilitating Change among Groups
- Facilitating Change among Organizations
- Conclusion
- Let's sum up
- Further Readings
- Check Your Progress – Possible Answers
- Suggested readings/ references

2.0   OBJECTIVES

- To understand the tools of self-discovery for facilitating change among the individuals
- To elucidate the Dynamics of Human Interaction and facilitating the groups
- To learn how to facilitate change among organizations

2.1   INTRODUCTION

Facilitation is the process of helping people – individual, group and organizations – to accomplish their tasks. Facilitating change requires certain skills on the part of the facilitator. It has different method, approach and tools for an individual, group or organization.

After studying this unit the learners would be able to:

- Understand the importance of facilitating change in individuals, groups and organizations.

- Discuss different tools to facilitate change in individuals, groups and organizations.

2.2 FACILITATING CHANGE AMONG INDIVIDUALS

Change starts within an individual. Often we are unaware of the power we have to change our situation to move towards the change we desire. There are some tools that facilitate individuals in self-discovery which enable them to discover their potential and take responsibility for their own development.

2.2.1 Tools for Self-discovery

Self-discovery is a process of becoming more aware of self. It is an inward process to discover one's strength and talents. It allows one to identify areas of life that are important to him/her and that needs improvement. This is useful for extension professionals, because they will discover how they can contribute to development in the best possible way. When they know what is important to them and how it can make a positive contribution to development, it will motivate them to keep working at achieving their goals.

Some of the self-discovery tools that can be used in facilitation are as follows:

a. Facilitator self-discovery
b. Questionnaires
c. Socratic Method: 'questions' and 'knowing where you are going'
d. Personal vision
e. Taking responsibility for your own development

Facilitator Self-discovery: A tool of self-discovery that can be used in learning periodically. It can help us to keep a record of our learning progress and to identify how we can improve from the past experiences by changing the way we facilitate change or how we interact with people.

Questionnaires: There are many questionnaires available that can be used to assess change. We might ask people to fill out the questionnaire specific to their situation to help them identify their interests, strengths, weakness and how to interact with the world around them. The aim of drawing attention to these aspects

is to find out the best way to help an individual move forward in such a way that they will understand and be comfortable with. They also work as useful starters among the co-learners and colleagues; giving one another a chance to learn how best to support one another and how to maximize one another's strengths.

Socratic Method - Questions and Knowing Where You are going: The Socratic Method uses questions to guide an individual on a journey of discovery leading towards greater understanding or increased performance and to finding their own solutions. The Socratic Method introduces questioning into the facilitation process. It consists of the facilitator directing a logical sequence of questions at the group, so that they are enabled to respond and to express the knowledge that they have, but which they might never have crystallized in their mind. 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 a way to achieve their goal.

The Socratic Method is an effective method to employ when facilitating change among adults (Jarvis, 2004, p. 151) because it:

- utilizes their stored knowledge and experience of life both
- helps learners create rather than reproduce knowledge
- actively engages learners in the learning process

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

In the facilitation for development 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 personal vision, consider the following and use the answers to guide you in achieving your end goal (Ngwenya and Kibwika, 2016):

- 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 change the existing 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 a 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 the goals. It is possible, however, to provide catalysts for this change, for example, visualisation and demonstrations or field days which will give practical examples of the change you are trying to bring about. (Ngwenya and Kibwika, 2016).

Activity 1: Visit a nearby development organization. Discuss different facilitating tools they use at individual level. Compare their views with those given in this section and write your observations.

Check Your Progress 1

1. Name different tools for Self-discovery.
2. How Socratic Method is useful in facilitating change among individuals?

2.3   FACILITATING CHANGE AMONG GROUPS

Development requires collective efforts. Individuals who are inspired to change their current status have to work together as a group to create an

environment that supports their development. Each group has its own dynamics with specific and sophisticated interrelations between its members. As a facilitator, it is necessary to create a participative atmosphere where everyone is involved. Paying attention to the dynamics of group and how individuals participate, is important. In achieving this, a facilitator should master the skills of picking up on the atmosphere, measuring the emotional temperature and helping the group achieve its potential.

2.3.1 Understanding the Dynamics of Human Interaction

People are naturally social. People who know each other and have an established trust , 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, and 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.

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.

If they cross their arms across their chest, it might 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 so that they can hear each other, or use a group activity to help them feel more comfortable working together.

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.

2.3.2   Iceberg Model: The iceberg model is a system thinking model that helps one to 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.

The iceberg model looks at the person's visible characters like knowledge and skills and the underlying unexpressed and unconscious deeper layers. In a group, it is interesting to know what motivates the individuals present in it. 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.

2.3.3 McClelland's Human Motivation Theory: McClelland's Human Motivation Theory, shows 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 thus are indicated above the waterline. 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. These are what they want to get changed and what will motivate them to achieve what they want. These deeper or inner qualities may block the visible behaviour of a person.
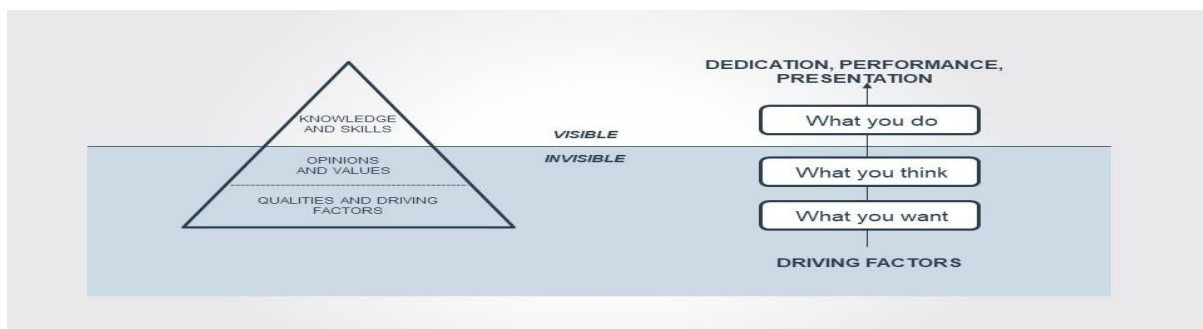

Fig.1 McClelland's Human Motivation Theory as an iceberg model

(Source: https://www.mindtools.com/pages/articles/human-motivation-theory.html**)**

2.3.4 Group Dynamics and Power Relations: As mentioned previously, it will be your responsibility, as a facilitator to make sure that everyone in the 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 extension and development or leaders of an organisation. It is 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 decisions that 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.

2.3.5 Empathy: Conflict-ridden topics will stir up emotions in participants, and argument is a natural part of a discussion. However, not all people get opportunities equally. While facilitating the group towards solutions for the issues they wish to solve, it is important to pay attention to how individuals within the group may be feeling about the course of things. Make sure that people are not left behind or left out of the flow of the discussions.

2.3.6 Managing relationships: The foundation of a good working relationship depends on (Ngwenya and Kibwika, 2016):

- Diversity

- Interrelatedness

- Trust

- Mindfulness

- Respect and

- Good communication

In the context of extension and development, it is the responsibility of a facilitator to be aware of the perceptions of the group working with, and to provide and accept feedback. It will be the facilitator's responsibility 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 to, so that necessary changes can be made as soon as possible.

Trust is important for people who wants 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.

2.3.7 Conflict Management: The ability to handle and diffuse tension is a skill that sets expert facilitators apart from others. Remember, the group has a goal,

and individual differences need to be handled to achieve that. Given the time and scope of the session, not every interpersonal difference can or should be resolved; however, as a facilitator it is important that you know the right techniques and group processes for diffusing tension, transforming problems into opportunities. Sometimes this might mean breaking up the work into smaller groups, taking a break, shifting perspectives or changing the scenery, etc.

Good communication is important for managing conflict. Information should be shared in such a way that everyone understands, so that there can be no misinterpretation. Conflict may arise when there is a misunderstanding and people feel angry and frustrated.

2.3.8   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.

2.3.9 Tools for Team Building: Team building is the strengthening of relationship between members of a group, or team, to make sure that 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 that 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 (Ngwenya, H. and Kibwika, P, 2016).

2.4 FACILITATING CHANGE AMONG ORGANIZATIONS

Extension professionals 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. Extension personnel should have better understanding of what organisations need to do to enhance and sustain performance, including some aspects of leadership. With this knowledge they will be able to support organisations to navigate through changing contexts with a reasonable degree of success.

2.4.1 Organisational Change Process: Organisational change is how an organisation changes the plans, they use to run the organisation. It is also a change on how the organisation is managed. It is important for an organisation to survive. As an extension professional you will know about changes in markets or policy. It will be a part of your job to facilitate 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 a 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 (Ngwenya and Kibwika, 2016).
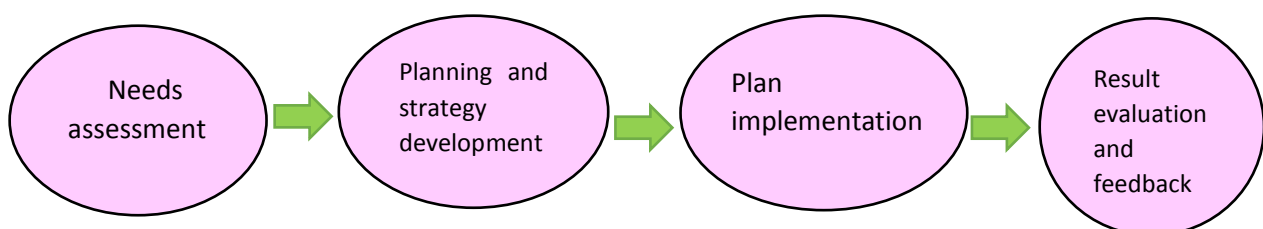
Needs assessment → Planning and strategy development → Plan implementation → Result evaluation and feedback

Fig.2: Organisational change process (Ngwenya and Kibwika, 2016)

2.4.2 Organisational Learning from Changing Environments: Learning organisations are organisations that are still new and developing. Organisational learning is a way by which 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 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.

2.4.3 Mentoring or 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 may not know everything, so there is a need 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 correct decisions until they are confident enough to manage their team on their own without much guidance.

2.4.4 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 the required 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 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.

(**Source:** Ngwenya and Kibwika, 2016)

2.4.5 Tools for Organisational Change

A facilitator can choose to involve 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.

If there is resistance to change it can be offered to discuss it with them. Show empathy for their concerns about the transition. Had the change process be known and how the change process will take place then it will be better to prepare the mentor or coach management and stakeholders through the transition (Ngwenya and Kibwika, 2016).

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. (Ngwenya and Kibwika, 2016).

> **Activity 2:** Visit a nearby development organization. Discuss different facilitating tools they use at group and organizational level. Compare their views with those given in this section and write your observations.

2.5 CONCLUSION

To drive change in development you must be the change you want to see in others. Group dynamics are the forces resulting from 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 organisational change process by enhancing organisational performance and leadership development.

2.6   LET'S SUM UP

Self-Discovery tools are useful for extension professionals, because they will discover how they can contribute to development in the best way. Development requires collective efforts. A facilitator needs to create a participative atmosphere where everyone is involved. Paying attention to the dynamics of the group and how individuals participate is important. Group dynamics, Power relations, Empathy, Managing relations and conflict management are key for facilitating the change in group. Extension professional's job is to facilitate organisations in the change process that will help them adapt to changing situations.

Check Your Progress 2

1. Write the importance of identifying power relations during facilitation**.**

2. What do you mean by shared vision and collective action?

2.7   CHECK YOUR PROGRESS – POSSIBLE ANSWERS

Note: a) Use the spaces given below for your answers.

b) Check your answer with those given at the end of the unit.

1. Different tools for Self-discovery includes: facilitator self-discovery, questionnaires, Socratic Method: 'questions' and 'knowing where you are going', personal vision and taking responsibility for your own development

2. The Socratic Method uses questions to guide individual on a journey of discovery leading towards greater understanding or increased performance and to finding their own solutions.

3. Identifying the power relations within a group of individuals or organisations will let you manage the meeting in such 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.

1. Shared vision is the vision a group or organisation has decided, which will guide their decisions and choices to move them towards the common goal. Collective action is the action of a group of individuals working together as a team that will move them towards achieving their shared goal.

2.8 SUGGESTED READINGS/ REFERENCES

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UNIT-3

ARRANGEMENT FOR MULTI-STAKEHOLDER INTERACTIONS

Highlights of the Unit

- Objectives
- Introduction
- Arrangement for Multi- Stakeholder Interactions
- Tools for Stakeholders Analysis and Visioning
- Visualising Innovation Platforms
- Policy Engagement Platforms
- Networking
- Conclusion
- Let's sum up
- Further Readings
- Check Your Progress – Possible Answers
- Suggested readings/ references

3.0   OBJECTIVES

After studying this unit the learners would be able to:

- Understand various stakeholders and arrangement for multi- stakeholder interactions
- Discuss tools for stakeholders analysis and visioning
- Describe how innovation and policy engagement platforms facilitate development

3.1   INTRODUCTION

Multi-stakeholder interactions are typical to extension and development. One of the roles as an extension professional is to ensure 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

3.2 ARRANGEMENT FOR MULTI- STAKEHOLDER INTERACTIONS

3.2.1 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 interests and power both. It is important to know who the stakeholders of a particular intervention are, before planning to engage them.

Different types of stakeholders are summarised in the box below.

Box. 1. Types of Stakeholders

- **Primary stakeholders:** They are direct beneficiaries of Extension Advisory Services (EASs). They might be representatives of farmers and their organizations or other actors engaged in the agricultural value chain who benefit from the EAS provision.

- **Secondary stakeholders:** They comprise of government agencies, NGOs, producer organizations, research institutions and private sectors engaged in EAS etc., who also have a stake or interest in EAS, mostly through direct provision of EAS.

- **External or other stakeholders:** They are people, groups or institutions not directly involved in the provision of EAS, but whose activities can impact the effectiveness of EAS, and these include organizations engaged in the capacity building of Extension and Advisory Services (EAS), as well as donors and investors (including the government) who support EAS etc.

Source: Mittal et al., 2016

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 in the final decision.

3.2.2 Role of Stakeholders

Various stakeholders in an innovation system play different roles that can be broadly classified as (Leeuwis 2004; Klerkx and Gilemacher, 2012; Hall et al., 2006a; Hellin, 2012; Roper et al., 2006)-

- Facilitator
- Communicator
- Collaborator
- Coordinator
- Knowledge source
- Networker
- Programme formulator and implementer

Stakeholder's interests can be diverse, competing or even conflicting. The interests could be economic, social or environmental in nature. Understanding stakeholders and their interests help to mobilise and engage them appropriately (Box 2).

Box 2. Agricultural Innovation Systems (AIS): A Study of Stakeholders and their Relations in System of Rice Intensification (SRI)

The SRI innovation system in Tripura has seen some remarkable alliance among stakeholders that has resulted in rapid dissemination of the technology around the State.

In Agricultural Innovation Systems (AIS) in SRI in Tripura, each stakeholder played their distinct role with proper cooperation and coordination amongst them. While the research and extension mechanism took extensive care for proper dissemination of SRI, the farmers amongst themselves played a big role in the spread of the practice.

Monetary incentives, subsidised inputs along with other related rural development schemes like establishment of irrigation facilities in the villages, proper road connectivity linking interior villages to markets, have been effective in spreading SRI faster in the State.

(Source: Suchiradipta and Saravanan, 2014)

3.2.3 Why to Engage Multi stakeholders

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.

Some of the reasons for engaging multi-stakeholders are 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 chances of success.

Understanding stakeholders and their stakes is achieved through a process of stakeholder analysis. The end result of the analysis is a plan for engagement to ensure successful development interventions that meet the needs of the diverse stakeholders.

3.2.4 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: Specific objectives have to be SMART (Ngwenya and Kibwika, 2016):

- **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 goal of the programme; and
- **Timely** – can be achieved within a specific time period.

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 intervention and give quick wins so that stakeholders can see the 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 routine needed to set up the habits that will support the achievement of the goal (Ngwenya and Kibwika, 2016).

The structures and routine should take note of the formal and informal ways of engagement, including the communication and feedback mechanisms.

3.2.5 Building Trust and Accountability

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

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

Accountability: A principle that guides 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. Accountability is said to be made up of (**Stakeholder Engagement Standard Exposure, 2005**):

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

The engagement attributes & usefulness of a facilitator are summarised in Box 3:

Box 3. Engagement Attributes and Usefulness of a Facilitator

When to use a facilitator

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

- **Distrust:** In situation 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 articulation of opinions which might otherwise not be expressed, due to some parties feeling intimidated;

- **Rivalry:** Rivalry between individuals and organisations can be mitigated by the presence of a facilitating individual or an 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 a group to 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 the 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 engagement interaction as a learning opportunity.

Source: Krick, T. (2005)

The fundamental factors underpinning facilitation for stakeholders are summarised in Box 4.

Box 4. Fundamental Factors Underpinning Facilitation for Stakeholders

- Facilitation for trust building.

- Facilitation for creating a joint venture for development.

- Facilitate for making people analyse their situation critically.

- Facilitation for making people analyse their situation critically.

- Facilitation for self-discovery of behavioural patterns and hidden potentials.

- Facilitation for making people see the systemic nature of developmental challenges.

- Facilitation for organizational development.

- Facilitation for creating linkages and stake holder collaborations.

- Facilitation for stimulating creativity, solution orientation and an entrepreneurial spirit.

- Facilitation for establishing a culture of feedback and reflection.

- Facilitation for information sharing.

- Facilitation for making people see the facts.

Source: Ngweya and Hagman, 2007

Activity 1: Ask your colleagues what are different roles of a facilitator in the context of development? Compare their views with those given in this section and write your observations.

Check Your Progress 1

1. Write the meaning of stakeholder.

2. Name the three types of stakeholders.

3. What is the difference between a primary and a secondary stakeholder?

4. Write the reasons for engaging multi-stakeholders.

5. Name the attributes to be considered during facilitation engagement.

3.3   TOOLS FOR STAKEHOLDERS ANALYSIS AND VISIONING

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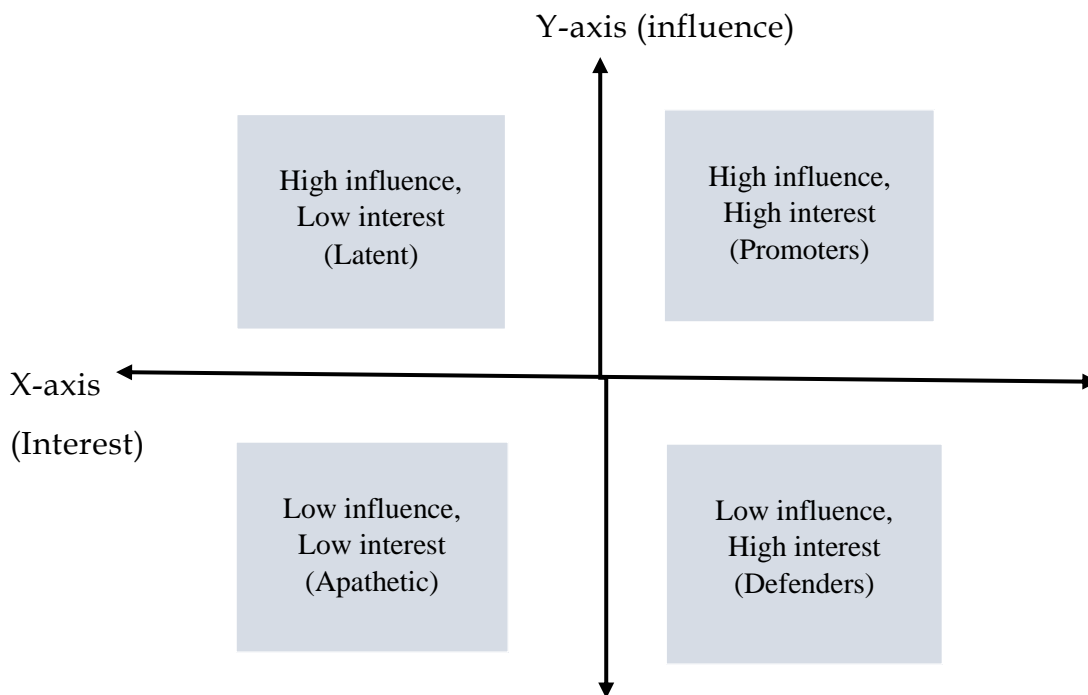
Y-axis (influence)

High influence, Low interest (Latent)	High influence, High interest (Promoters)

X-axis (Interest)

Low influence, Low interest (Apathetic)	Low influence, High interest (Defenders)

Fig.1. Stakeholders analysis map (Ngwenya and Kibwika, 2016)

As shown in the figure above, the influence and interest can be either positive or negative depending on the perceptions of the stakeholders.

- The Latent group is the most important group. They are the ones one need to influence the 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 Latent group.

- The Apathetic is a stakeholder who has no immediate interest in the proposed change but they are the group who must be influenced when we need more people to fight for the cause.

- The Defenders are the group of stakeholders who are the 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 (Ngwenya, H. and Kibwika, P, 2016).

Kennon et.al. (2002) developed a stakeholder analysis tool that allows team 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 the stakeholders with a difference:

- Influential – stakeholders who have power (direct or indirect) over the development intervention (X-axis); and

- Important – stakeholders who have power over implementation of the intervention or outcome (Y-axis).

3.4   VISUALISING INNOVATION PLATFORMS

Within the development community, innovation systems thinking and innovation platforms are presently receiving more attention as a possible avenue for facilitative development.

3.4.1   What is Innovation Platforms (IPs)?

An Innovation Platform is described as a forum established to foster interaction among a group of relevant stakeholders to achieve common goals. Its objective is to stimulate continuous involvement of multiple stakeholders who are dealing with complex agricultural problems.

3.4.2 Why is IPs important?

- They provide a place for various stakeholders where they can identify new opportunities.

- To discuss about their progress in reaching the goals.

- To find ways together of how better they can reach their goals.

- To exchange knowledge and for learning

- For negotiation and dealing with power dynamics

In the field of agricultural research for development (AR4D), IPs form an important element of a commitment to more structural and long-term engagement between stakeholder groups (Sumberg et al., 2013a).

An innovation platform is described as a forum established to foster interaction among a group of relevant stakeholders around a shared interest. The stakeholders perform different but complementary roles in the development, dissemination and adoption of knowledge for socio-economic benefit. These roles could be new ideas, methodologies, procedures, concepts or technologies developed or adapted from other locations (Makini et al., 2015).

3.4.3 Levels of Innovation Platforms

Innovation platforms can be formed at three levels:

- Operational/ field level

- Regional level, and

- National level.

They may deal with different agriculture and allied sectors. All the platforms deal with common problems found in the specific sector, for which identification and application of solution depends on more than one actor.

Facilitation has moved knowledge or innovation brokering of multiple stakeholders from its usual role in meetings and groups. In a need to avail this, a clear understanding of the different expectations of the stakeholders and the roles they play and their relationship with other players is a prerequisite.

Facilitation in IP requires a broad range of tasks like (Van Rooyen et al., 2013):

- Establish innovation platform
- Identify issues
- Manage meetings
- Support activities outside meetings
- Manage communication
- Deal with conflict and power
- Monitor, document and report
- Facilitate and advocate institutional change
- Develop capacities

Most facilitation activities have a simultaneous effect on task performance and team development, which are intimately related but don't automatically evolve at the same pace or in a linear fashion.

3.4.4 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's income.

Agricultural Knowledge and Information System (AKIS): It was developed to strengthen the flow of information in agricultural system. 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 the actors will be better adaptable to changing environmental and social economic conditions.

Integrated Agricultural Research for Development (IAR4D): It 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. **(Source:** Ngwenya, H. and Kibwika, P, 2016**)**

Many IAR4D programmes, including the CGIAR Research Programs on Integrated Systems for the Humid Tropics (Humid tropics); Climate Change, Agriculture and Food Security (CCAFS); Agricultural Aquatic Systems (AAS); Livestock and Fish and Maize, as well as the Forum for Agricultural Research in Africa (FARA); Sub-Saharan Africa Challenge Program (SSACP) have adopted multi-stakeholder approaches to achieve development impacts.

3.5 POLICY ENGAGEMENT PLATFORMS

Policy offers the environment in which development occurs. An extension professional is the one who takes a forefront in making this development happen. There are situations where existing policies restrict development interactions or new policies could better support development. Extension personnel are in a position to gather evidences to form good policies and organize stakeholders to express policy needs to relevant authorities.

3.5.1 Gathering Issues and Evidences 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. An extension professional can play a key role in generating issues and evidence for policy action. To make sure that the proposed policy changes will benefit those who need it the most, it is best to use a farmer first approach. An

extension worker needs to talk with farmers about their situation under current policies and listen to their ideas and suggestions on how their situation can be improved. He can then record their suggestions and prepare a report that highlights the need for a change in the policy and states the proposed benefits of such a change. (Ngwenya, H. and Kibwika, P, 2016)

3.5.2 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.

The policy action where the government redefined the role of extensionists to take a more farmer centred approach had the effect of lifting the poorest farmers out of poverty. Together with the increased government funding, the new farmer first approach helped to change the situation of family farmers for a better because the services provided were matched with what the farmers needed. The involvement of NGOs and other actors also made a difference (Ngwenya, H. and Kibwika, P, 2016).

3.6 NETWORKING

Networking is to make contact with different actors for the purpose of facilitation by 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 the extensionists do not have to be an expert in everything. It gives access to new information and expert knowledge to those who can use it the best.

There are many established networks with specific areas of specialisation. There 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 on one specific area of agriculture. These actors work together to expand the support base that is available to the farmers for a specific farming operation. The extensionists, can tap into the resources offered by such networks, or if possible, connect farmers to such networks to get information on new technologies that might help in their development process. Depending on the situation and the available technology to the extension worker in local area, he needs to provide his services, he can use some tools for networking like online social media groups, instant messaging text groups, radio chat forums or farmer days (Ngwenya, H. and Kibwika, P, 2016). It is up to the extension professional to find out which local networks are available, or to explore which networks can be facilitated to be launched in a particular area. The details on Agricultural Extension in South Asia (AESA) network is presented in Box 5.

> **Box 5. Agricultural Extension in South Asia (AESA) Network**
>
> **AESA – Genesis :** Agricultural Extension in South Asia (AESA) was formed to meet the demand for a network of all those interested in EAS, articulated in some of the global and regional consultations on extension, organized by the Global Forum for Rural Advisory Services (GFRAS). They include: Consultations on EAS organized by the APIRAS (Asia Pacific Islands Rural Advisory Services Network) at Los Banos, Philippines (14-15 September, 2011) GFRAS Meeting at Nairobi, Kenya (13-18 November 2011) and 2012 GFRAS Annual Meeting at Manila, Philippines (26-28 September 2012). These consultations helped in identifying several key individuals and organizations interested in networking and AESA was established in early 2013 as a virtual platform with a website and a Facebook group named as Agricultural Extension in South Asia.
>
> Gradually it was realized that for the network to function optimally, full time staff and resources are needed. Hence, to expand the network and to upgrade and

maintain the AESA website, a proposal seeking funding was developed by the Centre for Research on Innovation and Science Policy (CRISP). The Swiss Agency for Development & Cooperation (SDC) funded AESA for a 2 year period (May 2013- May 2015) which was further extended up to June 2016. These resources were utilized to strengthen its communication and networking activities and also for organizing the first face-to-face meeting.

From July 2016, AESA received funding support from International Fund for Agricultural Development (IFAD) project titled 'Supporting Smallholder Farmers in Asia and Pacific Islands Region through Strengthened Agricultural Advisory Services (SAAS)' managed by Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA), Philippines.

AESA is currently the only regional network available for extension stakeholders in South Asia to share knowledge and experiences on EAS. AESA is a part of the Global Forum for Rural Advisory Services (GFRAS) and hosted by CRISP at Hyderabad, India (http://www.aesanetwork.org). All the countries in South Asia are directly benefited from AESA activities. However, through the strengthening of regional and global networks, as well as the knowledge management strategies, other countries in Asia Pacific Region (APR) and beyond are also getting the benefit from different AESA activities.

Vision, Mission and Priorities of AESA: To identify the vision, mission, short-term and long-term priorities, AESA organized extensive consultative meetings in four South Asian countries (India, Bangladesh, Sri Lanka and Nepal) with key stakeholders in EAS provision.

Vision

Improving food and nutrition security through efficient and effective EAS.

Mission

Sharing, learning and networking for building effective and efficient EAS.

Short Term Priorities

- Establish country forums
- Develop directory of extension & RAS providers

- Resource generation

- Capacity building of extension functionaries

- Knowledge sharing

Long Term Priorities

- Needs assessment & review on extension situation in South Asia

- Conduct evaluation studies on extension

- Initiate case studies

- Hold annual meetings

- Develop extension certification mechanism

- Develop constitution for AESA

Activity 2: Visit a nearby development department. Discuss how they identify and analyse the stakeholders. Compare their views with those given in this section and write your observations.

3.7   CONCLUSION

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

3.8 LET'S SUM UP:

Various stakeholders in an innovation system play different roles. Understanding stakeholders and their interests help mobilise and engage them appropriately for multi stakeholder engagement, is essential in the AIS. A facilitator's role is to build trust among the stakeholders. The different tools for stakeholder analysis and the need for Innovation Platforms (IPs) for agricultural research for development. Facilitation of multi stakeholders for policy engagement are elaborated in this unit.

3.9   CHECK YOUR PROGRESS – POSSIBLE ANSWERS

Note: Check your answer with those given here.

Check Your Progress 1

1.   A stakeholder is an individual or an organisation who will make use of, develop, or have an impact on any aspect of the intended intervention.

2.   The three types of stakeholders include primary stakeholders, secondary stakeholders and external or other stakeholders.

3.   Primary stakeholders are direct beneficiaries of extension advisory services (EASs). They might be representatives of farmers and their organizations, and other actors engaged in the agricultural value chain who benefit from the EAS provision. Secondary stakeholders are comprised of government agencies, NGOs, producer organizations, research institutions and private sectors engaged in EAS, etc., who also have a stake or interest in EAS, mostly directly through direct provision of EAS.

4.   Some of the reasons for engaging multi-stakeholders are to: integrate diverse ideas and perspectives; generate buy-in and support, inclusiveness and ownership; bridge social capital for the community; increase credibility of organisation and the intervention; and increase the chances of success.

5.   The facilitation engagement attributes include distrust, intimidation, rivalry, lacking definition of the problem, possibly emotionally upsetting situation, complexity or novelty and timeliness.

Check Your Progress 2

1.   Write the difference between Latent group and Promoter group of stakeholders

2.   What is Innovation Platforms?

3.   What is Agricultural Knowledge and Information System?

4.   Write the significance of networking in facilitation.

Answers:

1.   The Latent group is the most important group, facilitators need to influence in order to bring the change. The Promoter group is also an important stakeholder

that facilitators can use to influence others, so it is important to communicate well with this group.

2. An Innovation Platform is described as a forum established to foster interaction among a group of relevant stakeholders to achieve common goals.

3. Agricultural Knowledge and Information System was developed to strengthen flow of information in agricultural system. This system depends on the level of access actors have to information and technology. It relies on continuous circulation of information.

4. Networking is to make contact with different actors for the purpose of facilitation by exchanging information and building professional relationships. The whole system benefits from these relationships. It has the advantage of linking experts from different fields together, so that the extensionists do not have to be an expert in everything. It gives access to new information and expert knowledge to those who can use it the best.

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