WOMEN IN AGRICULTURE PLATFORMS (WAPs) TRAINING MANUAL – NGGA PROJECT

DEVELOPED BY:		**ACTIONAID GHANA (GLOBAL PLATFORM)**
	OVERALL AIM AND IMPACT	**To build the capacity of the Women in Agriculture Platforms (WAPs) members to become self-confident and assertive and be able to demand accountability from various duty bearers towards strengthening responsive governance for improved agriculture development in Northern Ghana**
	DURATION	**One week facilitators training Guide. Facilitators can adopt several modules in training their groups: One session a day. A session is 1-2 hours either in the evening, night, morning or at any convenient time; One session every week, maybe on Saturdays or during group meetings; Taking one module every month, spreading the session of each module to the convenience of the groups.**
	TARGET GROUP	**The training is targeted at Women in Agriculture Platform (WAPs) members. Group facilitators will first be trained, and they will facilitate the training of other group members.**
	NUMBER OF PARTICIPANTS	**All facilitators of WAPs as well as all members of WAPs.**

BACKGROUND AND CONTEXT

The NGGA project aims to increase the capacity of Ghana's decentralized agricultural structures at the regional and district levels, improve accountability and performance efficiency of these decentralized agricultural structures, build community consensus, and strengthen civil society's demand for better service delivery in agriculture in partnership with the private sector. The activity also has the related purpose of enabling government and civil society to be more effective in mitigating conflicts related to agriculture and natural resource management.

In line with the project result area 3 (Component 3) which seeks to enhance women's participation in local governance and increase access to agricultural information and opportunities, the Women in Agriculture Platforms (WAPs) serves as platforms for the active participation of women in local governance and decision making to ensure gender responsiveness in the agricultural policies and programmes at district, regional and national levels. This training is therefore aimed at building knowledge, skills and attitude of WAPs members towards achieving the following objectives:

OVERALL LEARNING OBJECTIVES

The objectives of this training are:

- ***To build self-confidence and assertiveness of women platforms/groups and equip them with other skills to be able to effectively do advocacy and lobby duty bearers and other targeted actors***
- ***To build the capacity of women to be able to manage platforms in a way that will make them sustainable and outlive the project***
- ***To increase the knowledge of women in financial management to be able to raise and manage resources in a way that will make them financially independent and sustainable***
- ***To build the capacity of women on gender auditing and budget tracking so that they will be able to ensure gender responsiveness in agricultural plans, budgets and programmes.***
- ***To equip women with the relevant tools and knowledge to be able to monitor programmes and activities of duty bearers and hold them accountable***
- ***To enhance women's knowledge on leadership and organizational development***

FLOW AND STRUCTURE

Module by module as displayed in the table of content.

METHODOLOGY

Participatory experiential learning among participants (by providing participants with an open space to share their experiences in agriculture.

VENUE AND LEARNING ROOM LAYOUT

Various communities with farmer groups (WAPs) or Housed training for community facilitators

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INTRODUCTION

According to the Gender and Agricultural Development Strategy II, 2015, women contribute about 70% of agricultural production, processing and marketing in Ghana. However, they face several challenges such as lack of ownership and limited access to and control over productive and arable land, high illiteracy rates, marketing constraints, lack of access to information, low participation in agricultural governance, especially at the local level, poverty and limited access to credit facilities.

At the local government level, there are limited or no women platforms and coalitions to influence decision making on agricultural policies, programming and budgeting. As a result, a lot of agricultural budgets at this level do not respond adequately to the needs of women and girls. Hence the relegation of women and their needs in agriculture remains unchanged.

The government has made efforts to address these challenges through interventions and structures such as the Women in Agriculture Development Directorate (WIAD) of the Ministry of Food and Agriculture (MoFA), however the challenge of inadequate attention for gender mainstreaming in agriculture policies and programmes persists. In response to these challenges facing women in agriculture, the third component of the Northern Ghana Governance Activity (NGGA) project seeks to enhance women's participation in local governance and increase their access to agricultural information and opportunities.

To be able to enhance women's participation in local governance, there is the need for well-organized, strong and capable and well-coordinated networks of women platforms to effectively articulate the issues of women in agriculture to create an enabling space for them to actively participate in and influence decision making in local governance in the agricultural sector. It is against this background that NGGA has established district, regional and zonal women in agriculture platforms in the 28 selected districts in the 3 northern regions

This training will therefore equip members of these women platforms (WAPs) with skills, knowledge and influence their attitudes to achieve the above goal in the following Modules.

Module1: Organizational Development, leadership, group dynamics and conflict management

Module 2: Communication, Public Speaking and Presentation Skills

Module 3: Social accountability and Citizen Monitoring

Module 4: Advocacy and Lobbying

Module 5: Institutional Frameworks and Laws that Protect Women and Children

MODULE 1: ORGANIZATIONAL DEVELOPMENT, LEADERSHIP, GROUP DYNAMICS AND CONFLICT MANAGEMENT

This module aims at providing knowledge and skills on organizational development especially farmer based organizations and community based organizations group dynamics and how to lead and manage such organizations. This is important to broaden the understanding of the members of WAPs on how to mobilize and organize for sustained action to achieve the goal for which they have been formed. The aim of this module will be achieved through the following sessions:

Session 1: Understanding organizational development

Session 2: Group Dynamics

Session 3: Group Leadership

Session 4: Basics of Business Management

Session 5: Understanding Conflicts

Session 6: Managing Conflicts

Session 7: Record and Book Keeping

Session 8: Group Financial Management

SESSION 1: Understanding Organizational Development (1-2 Hours)

Facilitator: Introduce the session and lead participants in a discussion of the types of organizations and session exercises

Introduction

Within the context of this manual, an organization is a group of persons organized for a particular purpose. The oxford dictionary defines it as "an organized group of people with a particular purpose, such as a business or government department". Other words used to refer to organization include corporation, institution, group, establishment, consortium, and conglomerate. It is obvious from this definition that the main characteristic of an organization of people as in the case of WAPs is a common goal, aim or common objectives that members want to achieve collectively.

Exercise 1: Ask the participants to list all types of organizations that they know on post-its. If they cannot write in the case of women farmers, facilitator should list them on flip chart with marker or on black board with chalk; whichever is available.

Types of organizations

There are different types of organizations as described below:

1. **Legal Public organizations:** They are organizations that are established to serve the interest of the entire public and fulfil public duties without discrimination. They are mostly state own institutions, departments, agencies and enterprises such as Standards Authority, Department of Agriculture, schools, water company, electricity company etc. These state companies must go through legal process such as acts or parliament or registration process at the registrar general office in order to be established and operate.

2. **Legal Private for-profit organizations:** These are organizations established for providing services to the public with the aim of maximizing profit. Examples of these include banks, commerce centres and other businesses. They have to undergo

legal registration processes at the registrar general's office in order to operate. Once registered, they have tax obligations on the profits they make to the government of Ghana.

3. **Legal not for profit organization:** These are institutions established to provide services to the benefit of the public or targeted group of the public such as women, people with disability and other vulnerable groups. They may also be providing support towards solving some societal problems such as in the areas of education, health, agriculture, water and sanitation. Profit making is not part of the agenda of these organization but they have to go through same rigorous legal registration processes as all other private non-state companies. Examples of these include Religious organizations, NGOs, foundations, charities and clubs.

4. **Informal organizations:** These are still organizations of people with a clear objective but are not legally registered. Such organizations may be allowed to operate without the legal formalities especially if their activities do not negatively impact national development. They may however have some guiding principles that guide their operations. Examples of these include youth movements, volunteers, community groups such as women or farmers groups; fun clubs etc. Some organizations may also operate in secret and/or illegally in the case of secret societies, criminal organizations and resistance movements.

Exercise 2: Ask the participants to map the organizations listed, the types of organizations described and add more examples of organizations under each type. Lead participants in a discussion of the following questions:

1. *Which of these types of organizations does the WAPs fall within?*
2. *Which of these types of organization will result in effectiveness and the achievement of the objectives of the WAPs?*
3. *Why is it important for the WAPs to be in that type of organization?*

Organizational development

Organizational development is therefore the study of successful organizational change and performance. It focuses on aligning organizations with their rapidly changing and complex environments through organizational learning, knowledge management and transformation of organizational norms and values as well as how the organization is structured. This is important because WAPs as a farmer based organization will go through organizational development to harness the potential of its members towards achieving the set goals.

The values behind organizational development (why organizational development): Human values are the underlying reasons for organizational development and some of them include

- *providing opportunities for people to function as human beings rather than just human resources in the productive process*
- *providing opportunities for each member of the organization , as well as for the organization itself, to develop to their full potential*
- *seeking to increase the effectiveness of the organization in terms of all of its goals*
- *attempting to create an environment in which it is possible to find exciting and challenging work*
- *providing opportunities for people in organizations to influence the way in which they relate to work, the organization, and the environment*
- *treating each human being as a person with a complex set of needs, all of which are important to their work and their life*

The benefits of organizational development are numerous, below is a list of some of them

- *increase the level of inter-personal trust among employees/members*
- *increase members' level of satisfaction and commitment*
- *confront problems instead of neglecting them*
- *effectively manage conflict amongst members*

- *increase cooperation and collaboration among all members and employees*
- *increase organizational problem-solving*
- *it put in place processes that will help improve the ongoing operation of an organization on a continuous basis*

Session 2: Group Dynamic (1-2 Hours)

Facilitator: present group dynamics to the participants and pause for questions and clarifications when necessary

Introduction

Small scale farmers operate under very difficult conditions and various constraints. However, some of these bottlenecks/constraints can be overcome if they bring their efforts together in the form of organized groups such as in the case of WAPs. Ideally, the group as an organizational intervention should provide a meaningful solution to their many problems

What is a group: A group refers to two or more people who share a common meaning and evaluation of themselves and come together to achieve common goals. To put it simply they are units composed of two or more persons who come into contact for a purpose and who consider the contact meaningful. Most people belong to several groups because different groups provide different benefits. People join groups for a variety of different reasons; the following are some of the benefits:

- (1) Security, (2) Self-esteem.
- (3) Status. (4) Affiliation.
- (5) Power. (6) Goal achievement.
- (7) Satisfaction of needs.
- (8) Shared interest and goals.

Types of groups: Most individuals belong to various types of groups. These different groups can be broadly classified in two types.

A. Formal groups: these groups are consciously created to serve an organizational objective. The crew of an airline flight is an example of a formal group. Formal groups can be further divided into different types.

- Command group: It is a group determined by the connection between individuals who are a formal part of the organization. For e.g., the marketing department comprising of the general manager and the other marketing staff.
- Task group: A task group is created by the management to accomplish certain organizational goals. It is specifically created to solve the problem or preform a defined task.

B. Informal groups: Informal groups are groups that develop naturally among people, without any direction from the organization within which they operate. They are formed spontaneously and are based on personal relationships or specific interests. The different types of informal groups are.

- Interest groups: Interest groups consist of persons who share common interests. They may be job related interests, or such as sports, national politics or religion.
- Friendship groups: friendship groups consist of individuals who come together because they share one or more common characteristics. They consist of people with natural affinities for one another

Qualities of a good group: a group must have certain qualities that will ensure the achievement of the goals and aspirations of the members of the group. Some of these qualities are.

1. **Trust:** Everyone in a team has a different role, but every role comes together towards a single goal of the team. As such, everyone directly or indirectly depends on the other team members on producing work. A truly great team is made up of team members that completely trust one another to get things done. If you can’t trust a particular team member, change your mindset or let him go.

2. **Diversity**: Embraces different ideas and opinions. Diversity creates ability. A heterogeneous team generates the best ideas. But besides having a diverse team, the team has to embrace the differences for the benefits to shine. Friendly disputes are healthy, so embrace them!

3. **Cooperation:** A team that doesn't work together is not a team. It is merely a group of individuals. A good team will have to work together at all times.

4. **Commitment:** Being committed goes a long way. Motivation, drive, support etc all rise from being committed. If your team members are all committed to the company/team, there will be no problem getting them motivated, and no problem getting things done, because everyone has the same final goal of bringing the group to success.

5. **Shares openly and willingly:** A team is a team for a reason, and we have to share our resources and ideas with our team members to make things work. A truly great team needs to have members that share openly and willingly, without having to fear their ideas or credits getting stolen by another team member. This, of course, requires trust first, as we mentioned earlier.

6. **Knows other team members personally**. We are social beings, and we cannot work like robots. Besides work, we also like to talk about our hobbies, families, partners, kids, holidays, personal goals, etc. Making an effort to know your team members would go a long way in helping the team get together. A well-bonded team could easily achieve all the other qualities.

7. **Complements Others' Skills:** An important characteristic of effective team work is the shared capacity. Every member has areas of strength and some weak spots. A good team member provides some unique skills and/or knowledge that move the team forward.

8. **Positive Attitude:** No one would ever follow a pessimistic leader, and the same goes for team members. A positive, "can-do" attitude is critical for the success of the group.

Stages of group formation: There are 5 main stages that every group goes through in terms of formation acting. Each stage of the group formation goes through certain characteristic that is likely to influence the group. However, certain actions are also required to ensure that the group goes through each stage smoothly without breaking down. Please find below a table that describes each stage

Facilitator: Ask participants to add onto the points if they have more to add to the leader's task during each stage. Prompt participants that the leader's task will be discussed in the next session

Group stages and leaders task

	Group members	**Leader's tasks (will be discussed in next session)**
1st stage: Forming	• Individuals come together, gather information and impressions • Conflicts are kept below the surface • Unclear roles and responsibilities	•
2nd stage: Storming	• Cliques, fractions and maybe power struggles • Search for structural clarity and rules to prevent the conflict persisting • The group is people-oriented rather than task-oriented	•
3rd stage: Norming	• Agreement on how the group operates • Problems are being solved • Clear agreement on roles and responsibilities • Improved understanding and appreciation among group members • Effectiveness and cohesion	•
4th stage: Performing	• Tasks fulfilled and objectives met • The members are flexible, interdependent and effective • Group identity, loyalty and morale are high • Equally task-orientated and people-orientated	•
5th stage: Adjourning	• Breaking up when the task is completed successfully • Moving on to new things, proud of having achieved much in a great group • Networking in regard of future professional relationships as well as friendship	•

Exercise 1: There are many benefits that can be derived from forming or joining groups. Ask participants what they think they stand to benefit for belonging to groups?

Add these to the discussion if they are not already mentioned. Some benefits or advantages include (please add more from the discussions to these benefits listed)

- Pooling of skills and resources
- Division of labour
- Group members can stimulate one another
- Members may be more thoughtful about others' concerns and not rush into foolish actions
- Members can provide encouragement and support for one another

Exercise 2: there are also several challenges that groups may face. These are also the disadvantages of working in a group. Participants should identify and discuss the challenges that they are likely to face while working in farmer groups.

Some of these are listed below.

- The group has to be organized with reference to its goal, conflicts among members resolved, rules established, etc. Therefore If an individual wishes to join a group, you must be in synch with the goal, values and the established rules of the group which may be restrictive
- Individual interest may have to be subsumed under group interest.
- Groups are formed because novel ideas are needed, but established and conformity may prevent this.
- Negative motivational factors are often operative: people may be reluctant to say or do things because they fear negative evaluations by other members.
- People in groups may spend time either bickering or having fun and stay less with collection of individuals working separately.

Session 3: Group Leadership (1-2 Hours)

Introduction

Once people, especially small holder women farmers have decided to work in groups, it will be necessary for them to clearly define their modalities for working within the group. This will include setting meetings, selection of leadership and setting goals and targets.

Facilitator: Explain group leadership to participants and provide room for them to share their experiences. Also guide them to select or elect leadership for their groups

Choosing group leaders: groups cannot achieve anything without good leadership. This is because it is the leadership that provides direction, control and manages the affairs of the group. The function and progress of the group therefore largely revolve on good leadership of the group. Leadership is not only restricted to the chairperson but the entire executive. There are three classic leadership styles as listed below and summarized in the table.

- Authoritarian or autocratic
- Democratic
- Laissez – faire (Hands – off)

There is no "one –best style" of leadership but most good leaders tend to blend autocratic (15%) and democratic (85%) styles. Good leaders must motivate their followers by providing clear goals and meaningful incentives for reaching them. Good leaders work with and through others.

Characteristics of the different leadership styles

	AUTHORITARIAN	DEMOCRATIC	LAISSEZ-FAIRE
NATURE/ DESCRIPTION	Leader retains all authority and responsibility	Leader delegates a great deal of authority while retaining ultimate responsibility	Leader denies responsibility and abdicates authority to group
	Leader assigns people to clearly defined tasks	Work is divided and assigned on the basis of participatory decision – making	Group members are told to work things out themselves and do the best they can
	Primarily a downward flow of communication	Active two-way flow of upward and downward communication	Primarily horizontal communication among peers
Primary strength ADVANTAGES	Stresses prompt, orderly and predictable performance	Exhumes personal commitment through participation	Permits self-starters to do things as they see fit without leader interference.
Primary weakness DISADVANTAGES	Approach tends to stifle individual initiative	Democratic process is time-consuming	Group may drift aimlessly in the absence of direction from leaders.

Exercise 1: During each of the 5 stages of group development, there are certain actions that must be taken by the group leader in order to ensure smooth transition within that stage. Divide participants into 5 groups, give each group one stage and ask them to discuss the leader's role under each group. Refer them to the compiled table below with some actions of a leader.

Group stages and leaders task

	Group members	Leader's tasks
1st stage: Forming	• Individuals come together, gather information and impressions • Conflicts are kept below the surface • Unclear roles and responsibilities	• To direct • High dependence on leader for guidance and direction • Defining expectations and roles.
2nd stage: Storming	• Cliques, fractions and maybe power struggles • Search for structural clarity and rules to prevent the conflict persisting • The group is people-oriented rather than task-oriented	• To coach • Focusing the group on goals and avoid distraction by relationships and emotional issues • Make space for talking with and testing each other • Never pick sides or judge
3rd stage: Norming	• Agreement on how the group operates • Problems are being solved • Clear agreement on roles and responsibilities • Improved understanding and appreciation among group members • Effectiveness and cohesion	• To facilitate and enable • Big decisions are made by group agreement • Give more responsibility to the group or individuals • Confront if necessary
4th stage: Performing	• Tasks fulfilled and objectives met • The members are flexible, interdependent and effective • Group identity, loyalty and morale are high • Equally task-orientated and people-orientated	• To delegate and oversee • Disagreements are resolved positively within the group • The group stands on its own feet without the leaders interference or participation • The leader should still give guidance and feedback when needed
5th stage: Adjourning	• Breaking up when the task is completed successfully • Moving on to new things, proud of having achieved much in a great group • Networking in regard of future professional relationships as well as friendship	• Recognizing (and sharing) a sense of insecurity or threat among the participants caused by the disengagement • Raising awareness of the importance of staying in touch and networking

Facilitator: Encourage participants to limit the positions to: Chairperson, Secretary, Treasurer and Organizing Secretary (if required). Guide participants to identify qualities that suit their particular/local situation and the expected role the person is to play.

Exercise 2: *Now that we have finished our leadership discussion, it is time to select leaders for your groups. Member should choose the method they deem fit for selecting group leaders. If it is a democratic process, they will have to conduct a vote or do popular acclamation if people are unopposed. Group member should also discuss and document why they have selected specific persons into the various positions if they already have leaders.*

Session 4: Basics of Business management (2- 3hours)

Introduction

Many smallholder farmers do not see farming as business but rather a way of life. They make such comments as; we were born into farming, our parents and grant parents were a farmer, which is why we are into farming, we have no option, we have no jobs among others. Should this be our attitude and approach to farming? Do you think we can create wealth or riches (build houses, buy cars and educate our children) with income from farming?

Facilitator: Introduce with the frame above and elicit responses from participants to the questions asked in plenary and note on flip chart or writing board. Continue discussing below and go through the exercise with farmers.

Business Management

This is the process of reaching organizational goals by working with and through people and other organizational resources. For an organization to be successful there must be a good manager. The same is applicable to a business management. There are a number of factors that can make you that better business manager. Since we are farmers and must see farming as a business, learning these business skills will help enhance the business of farming.

Qualities and Characteristics of a good business manager

1. **Lead by example.** Let it be at the back of your mind that the people you manage look up to you. If you expect your staffs to behave in a certain way, show an example by portraying the behavior first. It is not fair to expect your staffs to do something when you know that you are not doing it.

2. **Do your job (be responsible).** That you are a manager does not give the temerity to leave all the tasks to your staff. You need to also prove that you are also part of the team. By so doing, your staff will respect you for being a leader that works with the team; not just talking to the team alone.

3. **Be transparent with your team.** No one will like to confide in a person who is not transparent and reliable. When you are reliable, your staffs will not find it difficult to communicate to you any idea that they think will help in moving the business forward.

4. **Be constructive while critizing.** Nobody is above mistakes. What makes you a good manager is your ability to learn from those mistakes and help your team mates do the same. Ensure you don't repeat a particular mistake twice. Construct your employees' mistakes into learning opportunities.

5. **Be motivating and inspiring.** To be a good business manager, you must do your best to inspire and motivate your staffs. This will encourage them to do more and it will not only portray you as a good manager but also it will profit the business enterprise because everyone will be up and doing.

6. **Allow employees to participate in management**. Allowing employees participate in management is always a good strategy. Don't hide anything from the employees just because you want to showcase your power and authority as the manager. A good manager should always discuss problems facing the organization with the employees and seek for suggestions from the employees.

7. **Manage your time**. One thing you will not have in abundance aside money is time. To be a good business manager, you must learn how to manage your time as well as other people's time.

8. **Don't over stress yourself.** Your effectiveness as a manager drops when you are over stressed. Give yourself a break to relax and recharge your energy. You must also learn how to do your work with your allotted time and go home. Try to eliminate or reduce working overtime. This will help increase your productivity.

9. **Keep your eye on expenses.** One of the biggest challenges of all business managers is financial management. Monitoring your expenditure as well as profits will help the manager to clearly keep track of whether the business is growing or failing

Facilitator: Ask if participants have some more relevant characteristics to add for a good business manager

The Functions of a manager and the skills required

There are 4 basic functions of every business management process. No matter what kind of business you have, there are six basic functions which you are probably going to use every day. The success of your business could depend a lot on how well you perform these six function listed below.

1. **PLANNING**: Planning involves choosing tasks that must be performed to attain organizational goals, outlining how the tasks must be performed, and indicating when they should be performed. Planning activity focuses on attaining goals. Managers outline exactly what organization/business should do to be successful. Planning is concerned with the success of the organization in the short term as well as in the long term.

2. **ORGANIZING**: Organizing can be thought of as assigning the tasks developed in the planning stages, to various individuals or groups within the

organization/business. Organizing is to create a mechanism to put plans into action. People within the organization are given work assignments that contribute to the company's goals. Tasks are organized so that the output of each individual contributes to the success of departments, which, in turn, contributes to the success of divisions, which ultimately contributes to the success of the organization.

3. **INFLUENCING**: Influencing is also referred to as motivating, leading or directing. Influencing can be defined as guiding the activities of organization members in the direction that helps the organization/business to move towards the fulfillment of the goals. The purpose of influencing is to increase productivity. Human-oriented work situations usually generate higher levels of production over the long term than do task oriented work situations because people find the latter type distasteful.

4. **CONTROLLING**: Controlling involves gather information that measures performance; Compare present performance to pre-established performance norms or targets; and Determine the next action plan and modifications for meeting the desired performance parameters. Controlling is an ongoing process at every stage of the business.

Challenges in managing businesses

We live in rapidly changing times, especially for businesses. Consider that, in a single generation, businesses have had to adapt to entirely new marketing channels (web and social), decide how to invest in and utilize new technologies, and compete on a global stage. The challenges in managing business include but not limited to;

a. **Uncertainty about the future.** Being able to predict customer trends, market trends, etc. is vital to a changing economic climate, but not every manager has predictive powers. Bringing in a consultant trained in reading and predicting those all-important trends could be the difference between a bright future and a murky one.

b. **Financial management.** Many managers are ideas people; that means they're great at the big picture and disruptive thinking, but less good with things like cash flow, profit margins, reducing costs, financing, etc. Small and medium businesses may not require a full-time managers, but would do better to employ a financial consultant who can step into the role as needed

c. **Monitoring performance.** Using a meaningful set of rounded performance indicators that provide the business with insights about how well it is performing is key. Most business people I know are not experts in how to develop KPIs, how to avoid the key pitfalls and how to best communicate metrics so that they inform decision-making. In most cases companies rely on overly simple finance indicators that just clog up the corporate reporting channels.

d. **Regulation and compliance.** As markets and technologies shift, so do rules and regulations. Depending on your industry, it can make much more sense to bring in a consultant to help with these areas rather than trying to understand the complexities yourself — and risk fines or worse for non-compliance.

e. **Competencies and recruiting the right talent**. Again, a small or medium-sized business might not need full-time human resources or recruiting staff, but during peak growth periods, finding the right people and developing the right skills and competencies is the key to a sustainable future. Bringing in a consultant with the expertise to find exactly the workers you need would be a wise investment.

f. **Technology.** As technologies change practically at the speed of light, it's vital for companies to innovate or be left behind — but many managers started their careers and businesses before many of these technologies even existed! Consultants can be vital for integrating new technologies, in particular mobile, app development, and cloud computing.

g. **Exploding data**. Our Grandparents generation certainly didn't have to deal with terabytes of data or worry about what to do with it. 90% of the world's data was created in the past two years and managing, keeping safe and extracting insights from the ever-increasing amounts of data your company produces needs to be in the hands of a qualified professional who can help you get the most return from that data.

h. **Customer service**. In a world of instant gratification, customers expect instant customer service and can take to the web to share their displeasure at less than satisfactory service just as quickly. Consultants can find ways to improve customer service and bring it into the 21st century.

i. **Maintaining reputation.** In a similar vein, because customers can voice any displeasure so much more publicly and loudly than ever before, businesses have to monitor and maintain their online reputations. And while it’s an important task, its one best suited to a third party who can monitor and mediate with a certain amount of distance.

j. **Knowing when to embrace change.** Early adopter or late to the game? Consultants can help managers determine when to embrace change and when to stay the course. Not everything new is better; yet eschewing every change runs the risk of becoming obsolete. A professional outside opinion can make all the difference in these decisions. We are living in an era of constant change for the foreseeable future: change is the new normal. Preparing for and embracing that change by investing in the right kind of advice is the best way to meet these challenges head on.

Facilitator: after discussing each challenge, ask participants to propose solutions for addressing each of the challenges before moving to the next

Session 5: Understanding Conflicts (2-3 Hours)

Introduction

Since people who come together in group may have very different beliefs and values that may result in conflicts of various kinds, this session will give the opportunity to participants to understand better what conflicts are, how the begin and escalate and also learn some strategies to manage or overcome and prevent conflicts from escalation.

What are conflicts?

Facilitator: Before explaining and discussing conflicts take the participants through exercise 1 below. Discussion the types of conflicts with them as well as the stages of escalation

Exercise 1: ask the participants in plenary to explain what they think a conflict is and take notes of key words they use to describe or define conflicts. Also ask the participants to share examples of conflict situations that they have confronted either between other people or involving themselves

According to the Danish Centre for Conflict resolution, Conflicts are disagreements that lead to tensions within and between people. They are an integral part of life, they are inevitable and they are dynamic." According to the (United Nation Development Programme, 2012) conflict occurs as a result of the natural competition between two or more parties about scarce resources, power and prestige. Under these circumstances, parties in conflict may believe that they have incompatible goals, and their aim is to neutralize, gain advantage over, injure or destroy another. This unequal accumulation of wealth, control over scare resources and the innate desire of some people to gain control over political systems as well as the means of production account for many of the intra and inter-system conflicts in contemporary African society.

Types of conflicts

There are several forms in which conflicts can be manifested. There can be conflicts within an individual, conflicts between 2 people, conflicts within members of the same group and conflicts that occur between different groups. Whichever form the conflict takes, they can be classified it four (4) main categories as explained below.

1. **Instrumental Conflicts:** These are conflicts that usually occur as a result of difference or disagreements in Goals, methods of doing something, structures and procedures. Most of the times, people remain focused on the issue when dealing with instrumental conflicts. People often have these disagreements without escalation. Only if the disagreements are rooted in other dimensions or if great animosity is present do they escalate. The most reasonable way to approach problems of an instrumental nature is through argumentation and finding solutions that are acceptable to both parties.

2. **Interest Conflicts:** These occur as a result of unfulfilled interest in the allocation of resources and other benefits such as job positions, money, land, time, etc. This dimension is centered on resources. These resources can be of many different types; money, time and space for instance. Power and influence can also be resources that are fought over. In large scale conflicts resources can include territories, water supply and natural resources. When dealing with the dimension of interest, a reasonable approach is to negotiate in order to reach an agreement on the division of the resources.

3. **Conflicts on Values:** These are conflicts that occur as a result of difference in personal or cultural values such as human rights, traditional beliefs, religious beliefs, political views etc. These values are something that you are willing to fight for. They define what is right and wrong, what one can or cannot do. Conflicts that escalate are often embedded in the dimension of values as these dimensions are non-negotiable. The goal is to reach a greater understanding of the other party’s position. When one understands the reasons and background for another person’s values they are much easier to accept or tolerate. The way to deal with conflicts of a value-oriented nature is through open dialogue, appreciative inquiry and non-violent communication.

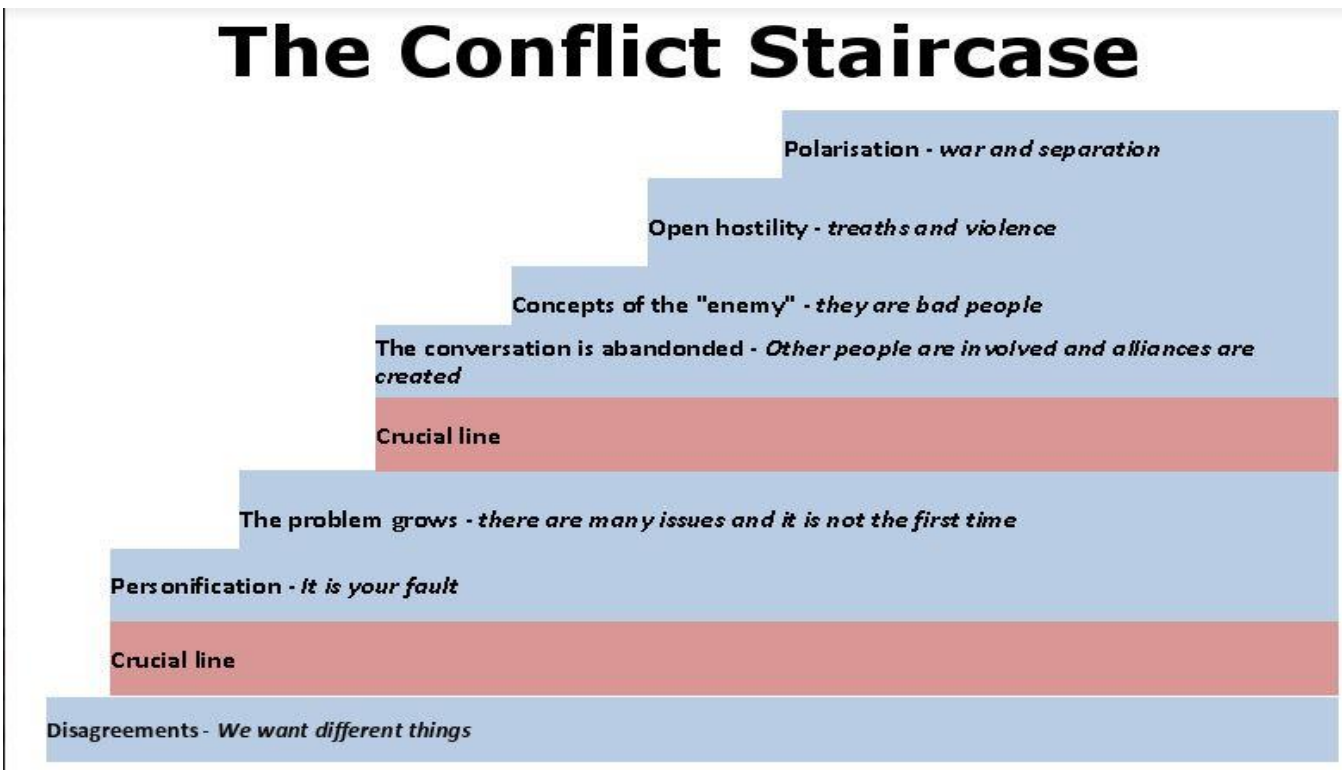
4. **Personal Conflicts:** These are conflicts that occur as result of clashes in people's personality. This dimension is at the root of many conflicts. This is where people are driven by strong emotions and fears. "Do people recognize my worth?", "am I being left out?" The personal dimension includes such notions as identity, loyalties, rejection and self-esteem. Open dialogue and non-violent communication are, as was the case with the dimension of value, the best approach when dealing with the personal dimension.

When it comes to the activities of groups as in the case of the WAPs, conflict can occur amongst members of the same group or even between two groups. These types of conflicts may affect the operation of the group if it is within the group or the entire WAPs network if it occurs amongst different groups. These are described below.

1. **Intragroup conflict -** is a type of conflict that happens among individuals within the same team/group. The incompatibilities and misunderstandings among these individuals lead to an intragroup conflict. It is arises mostly from interpersonal disagreements, differences in interest and clash of values which are described above. Within a team, conflict can be helpful in coming up with decisions which will eventually allow them to reach their objectives as a team. However, if the degree of conflict disrupts harmony among the members, then mediation and Negotiation as well as other conflict resolution mechanism is required. External parties may be required to facilitate the situation.
2. **Intergroup conflict -** This takes place when a misunderstanding arises among different teams/group within an organization. For instance, if the WAPs in Jirapa disagrees with the WAPs in Nalerigu on whether to work with male extension officers or female extension officers. This is mostly due to the varied sets of goals and interests of these different groups. In addition, competition also contributes for intergroup conflict to arise. Some other factors may include a rivalry in resources or the boundaries set by a group to others which establishes their own identity. The conflict resolution methods described in the next session are also apllicable in resolving these conflicts and external mediators are needed in this case to facilitate the process.

Facilitator: These categories are always intertwined. When two colleagues are in conflict over an office space it may seem like an instrumental conflict, but at the same time it may be rooted in interests and a fight for what one party considers justice, power or the need to be recognized. An analysis of the dimensions of a conflict can provide knowledge on where to begin or where to focus one's energy when attempting to deal with the conflict. Ask the participants to link the examples of conflicts describe in exercise 1 to these four categories discussed above.

Conflicts escalate when they start from disagreement to very serious level of polarization as explained in the diagram below. When disagreement starts, there is a crucial line of intervention to resolve these disagreement without which, the conflict with escalates to the next level of personification which is characterized by apportioning blame and faults. At this point, there is yet another crucial point of intervention without which the conflict will escalate to formation of enemy images among the parties involved, open hostility and total separation of parties with entrenched polarize mind-sets.



Source: (Danish Center for Conflict Resolution, 2011)

Exercise 2: Put participants into 3 groups and ask them to discuss the following for 20 minutes, give each group 5 minutes to share the discussion points and 5 minutes for questions from the rest of the participants

1. *What are the negative effects of conflict to the WAPs?*
2. *What are the possible conflicts that can arise within the WAPs?*
3. *How can such conflicts be prevented?*

Session 6: Managing Conflicts (2-3 Hours)

Introduction: Conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance. On the other hand, Conflict resolution involves the reduction, elimination, or termination of all forms and types of conflict.

Facilitator: Take participants through this exercise by printing each scenario on separate sheets for each group to analyse for 30 minutes, give each group 10 minutes to present their analysis of the conflict and open for questions from the rest of the participants. If you have a larger group of participants, feel free to create more conflict scenarios for analysis as 5 people in a group is the ideal.

Exercise 1: Conflict case analysis-divide the participants into 3 or 4 groups depending on their number, give each group a conflict case and ask them to analyse the conflict with the following guiding questions

- *What type of conflict is it?*
- *What is the major cause of this conflict (Why did the conflict happen).*
- *How can it be resolved or managed.*

Conflict 1: The leadership position of a women's group has become vacant at Kpene,, both Hafusatu and Rashida are qualified and very interested in becoming the leader for the group. Hafusatu has been a member of the group for the past 5 years while Rashida joined 2 years ago. The group decided to use voting as a method of selecting the leader. Upon going through the voting, Rashida emerged winner as leader of the group. Hafusatu is not happy she feels the group has not been fair to her as she has being a member of the group several years before Rashida and has sacrificed a lot for the group. She therefore does not respect the leadership of Rashida and is always resisting and disobeying leadership decisions.

Conflict 2: A group of women farmers have mobilized to demand inclusion in the recent planting for food and jobs policy by the government. They planned to bring the attention of the ministry of Agriculture that women should benefit not less than 50% from the policy. There is however a heated debate amongst members of the group where half feels that they should embark on a street march to present a petition to the minister. The other half feels that the petition will be taken and not implemented and that a press conference should be used. Tempers flared up and the group meeting was dissolved.

Conflict 3: Malik is so much in love with Juliet and wants to marry her. Juliet has agreed to marry Malik because she also loves him. It is time to inform their parents. Malik informed his father mallam Issah who rejected the idea completely and say his son Malik can never marry a Christian girl. Juliet's parents also refused and said over their dead body for their daughter to marry a Muslim boy. Both families warned them to abandon the relationship

Conflict 4: there is a river that divides two communities Dambaya and Matuka. The river serves as source of water for both communities as well as for fishing. The two communities have been living peacefully for a long time. Recently gold has been discovered in the river basin and each community is claiming ownership of the river.

Managing conflicts

Various methods have been described by different people for managing conflicts. Some of these are discussed below.

Facilitator: Take participants through discussion of these models and in each case, give room for questions, clarifications and additions.

1. ***Khun and Poole's model of conflict management***

They established confrontational model which is split into two sub models: distributive and integrative.

- **Distributive** – Here conflict is approached as a distribution of a fixed amount of positive outcomes or resources, where one side will end up winning and the other losing, even if they do win some concessions. For example if two people are fighting for a leadership position, only one get to win.
- **Integrative** – Groups utilizing the integrative model see conflict as a chance to integrate the needs and concerns of both groups and make the best outcome

possible. This model has a heavier emphasis on compromise than the distributive model. Khun and Poole found that the integrative model resulted in consistently better task related outcomes than those using the distributive model.

2. *DeChurch and Marks's meta-taxonomy*

They argued that all other styles have inherent in them into two dimensions:

- **Activeness** ("the extent to which conflict behaviours make a responsive and direct rather than inert and indirect impression"). High activeness is characterized by openly discussing differences of opinion while fully going after their own interest.
- **Agreeableness** ("the extent to which conflict behaviours make a pleasant and relaxed rather than unpleasant and strainful impression"). High agreeableness is characterized by attempting to satisfy all parties involved.

3. *Rahim's meta-model of conflict management.*

Rahim (2002) noted that there is agreement among management scholars that there is no one best approach to how to make decisions, lead or manage conflict. He proposed five management approaches:

- **Integration** - involves openness, exchanging information, looking for alternatives, and examining differences so solve the problem in a manner that is acceptable to both parties.
- **Obliging** - is associated with attempting to minimize the differences and highlight the commonalities to satisfy the concern of the other party.
- **Dominating** - in this style one party goes all out to win his or her objective and, as a result, often ignores the needs and expectations of the other party.
- **Avoiding** – here a party fails to satisfy his or her own concern as well as the concern of the other party.
- **Compromising** - involves give-and-take whereby both parties give up something to make a mutually acceptable decision.

Negotiation and Mediation in Conflict Management

In all the models described above, negotiations and mediation process is key to achieving which ever model that has been chosen to resolve conflicts. Below is a description of both processes

<u>Negotiation</u>

Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument and dispute.

In any disagreement, individuals understandably aim to achieve the best possible outcome for their position (or perhaps an organisation they represent). However, the principles of fairness, seeking mutual benefit and maintaining a relationship are the keys to a successful outcome.

It is inevitable that, from time-to-time, conflict and disagreement will arise as the differing needs, wants, aims and beliefs of people are brought together. Without negotiation, such conflicts may lead to argument and resentment resulting in one or all of the parties feeling dissatisfied. The point of negotiation is to try to reach agreements without causing future barriers to communications.

Stages of Negotiation

In order to achieve a desirable outcome, it may be useful to follow a structured approach to negotiation. For example, in a work situation a meeting may need to be arranged in which all parties involved can come together.

The process of negotiation includes the following stages:

1. Preparation
2. Discussion
3. Clarification of goals
4. Negotiate towards a Win-Win outcome
5. Agreement

6. Implementation of a course of action

1. Preparation

- When and where will the meeting take place?
- Who will attend?
- The facts of the case should be known to all parties. (E.g. check any policy regarding the case)

2. Discussion

- Individuals or members of each side put forward the case as they see it, i.e. their understanding of the situation**.**
- Key skills during this stage include questioning, listening and clarifying.
- It is extremely important to listen, as when disagreement takes place it is easy to make the mistake of saying too much and listening too little.
- Each side should have an equal opportunity to present their case.

3. Clarifying Goals

- From the discussion, the goals, interests and viewpoints of both sides of the disagreement need to be clarified.
- It is helpful to list these factors in order of priority.
- Identify or establish some common ground if possible
- Clarification is an essential part of the negotiation process, without it misunderstandings are likely to occur which may cause problems and barriers to reaching a beneficial outcome.

4. Negotiate Towards a Win-Win Outcome

There are different forms of objectives behind engaging in a negotiation situation:

- Competitive ➔ win/lose, negotiation is a zero-sum game
- Cooperative ➔ win/win, negotiation is a game for obtaining mutual gain
- Self-centred ➔ win, negotiation is a sport that I want to win because I can

- The best form to work towards is the 'win-win' outcome where both sides feel they have gained something positive through the process of negotiation and both sides feel their point of view has been taken into consideration.
- A win-win outcome is usually the best result. Although this may not always be possible, through negotiation, it should be the ultimate goal.
- Suggestions of alternative strategies and compromises need to be considered at this point. Compromises are often positive alternatives which can often achieve greater benefit for all concerned compared to holding to the original positions.

5. Agreement

- Agreement can be achieved once understanding of both sides' viewpoints and interests have been considered.
- It is essential to for everybody involved to keep an open mind in order to achieve an acceptable solution. Any agreement needs to be made perfectly clear so that both sides know what has been decided.

6. Implementing a Course of Action

From the agreement, a course of action has to be implemented to carry through the decision.

Failure to Agree

- If the process of negotiation breaks down and agreement cannot be reached, then re-scheduling a further meeting is called for. This avoids all parties becoming embroiled in heated discussion or argument, which not only wastes time but can also damage future relationships.
- At the subsequent meeting, the stages of negotiation should be repeated. Any new ideas or interests should be taken into account and the situation looked at afresh. At this stage it may also be helpful to look at other alternative solutions and/or bring in another person to mediate.

Other considerations in negotiation

- There are times when there is a need to negotiate more informally. At such times, when a difference of opinion arises, it might not be possible or appropriate to go through the stages set out above in a formal manner. Nevertheless, remembering the key points in the stages of formal negotiation may be very helpful in a variety of informal situations.
- In any negotiation, the following three elements are important and likely to affect the ultimate outcome of the negotiation: attitudes, knowledge and interpersonal skills.

Mediation

Mediation is the involvement of an impartial third party to support and help those involved in a conflict to find a resolution.

The key difference between negotiation and mediation is that in negotiation, the parties involved work out their own agreement. In mediation, they have the support of the third party, the mediator, to help them come to an agreement.

Mediation, whether formal or informal, can often help solve conflicts that have gone beyond the negotiation stage.

Characteristics of Mediation

- Voluntary participation
- Face-to-face discussions between the parties in conflict
- An unbiased mediator without any decision-making power who helps those involved to understand each other's point of view and come to an agreement
- Equal opportunities for all participants to speak and explain their perspective
- All relevant information being shared
- A shared agreement between the parties

The Mediation Process

Although every conflict and every mediation process will be slightly different, there are a number of steps which you will need to consider in every case and points to take into account.

1 - Preparation

- You will need to lay out the ‘ground rules’ for the mediation process. Usually some basic rules of communication and confidentiality will be essential, but there may also be others pertinent to that situation. You should also consider whether you should have separate meetings with each party to develop a better understanding of the issues before mediating a joint meeting.

2 - Reconstructing and Understanding the Conflict

- Your task at this stage is to listen to the participants’ stories, whether together or separately, and clarify what they want to achieve from the process.
- If you are meeting both participants together, it is helpful if you can summarise the main points of conflict in a neutral way that both can agree upon, and propose an agenda for the discussion: an order in which issues should be discussed.
- It can also be helpful at this stage to name the emotions that participants are feeling, to show that they have been recognised and understood.

3 - Defining Points of Agreement and Dispute

- During this stage, your role is to help the participants to move towards a position where they start to understand each other’s point of view, and can then begin to resolve a shared problem.
- One way to do this is to think of it as moving from a focus on the past to one on the future. It can also be helpful to use paraphrasing and summary in neutral terms to help the participants identify areas of agreement, and to check understanding. It’s extremely powerful to reflect feelings back to the participants, as it shows both that they have been heard.

- Don't be afraid to suggest a break for coffee or a walk outside, or even an adjournment to another day if you think things are getting a bit heated. 'Time out' is a valuable reflection opportunity for everyone.

4 - Creating Options for Agreement

- A useful starting point for this stage is to identify the simplest area, or the one on which there is most agreement, and suggest resolving that first, to give a 'quick win'.
- Useful techniques for developing options include brainstorming. At this stage, 'anything goes'! You then need to help the participants to develop evaluation criteria, which should ideally be objective and in order of importance.
- Your role here is chiefly to make sure that all participants are equally involved in generating options and developing evaluation criteria, and that they cover all parts of the problem. Make sure that you are reflecting their opinions and not your own, but you can point out linkages between options and/or problems.
- Once the options have been evaluated, you'll need to guide them to a single solution that suits all parties, and help them to fine-tune it if necessary.

5 - Developing an Agreement

- Like objectives, an agreement should be SMART. That is Specific, Measurable, Attainable, Realistic and Time-bound. You can help the participants to achieve this by:
- Writing down the proposal in neutral language, and reading it back to them.
- Writing down individual points so they are clear and understood.
- Clarifying any general or vague points, for example, by asking the participants to agree concrete behavioural changes with deadlines for achievement.
- Avoid legalistic language, and keep everything simple.
- Summarise progress and next steps, including setting a deadline for any future meetings, and identifying any remaining areas of difficulty, and options for their resolution.
- Being positive about progress and the fact that everyone has remained engaged.
- Offering your continued support as a mediator if required.

- Ensuring both parties sign the agreement then and there, and close the meeting once agreement is reached.

Skills Mediators Need

A mediator needs a range of skills, including:

- Active listening skills
- Questioning and clarifying skills
- Emotional intelligence to understand the underlying emotions.
- Summarizing skills to set out the main points of controversy and also to help the participants to reframe issues in less emotive language.
- Empathy to help each party to stand in each other's shoes and understand each other's point of view.
- Perhaps most importantly, a mediator must not take sides, or be seen to be acting unfairly.
- Although a little humility is always a good thing, it is important to remember that mediation might not always work, and that it's not always the fault of the mediator if it doesn't.

Session 7: Records and Book Keeping (1-2 Hours)

Introduction: Records include all documented information, regardless of its characteristics, media, physical form, and the manner it is recorded or stored. Records include accounts, agreements, books, drawings, letters, magnetic/optical disks, memos, micrographics, etc. Generally speaking, records function as evidence of activities, whereas documents function as evidence of intentions.

Facilitator: lead participants in discussing record keeping and the importance of keeping records. Ask participants to list more examples of records that the WAPs will need to collect and keep.

Some examples of records include risk registers, agricultural seasonal calendars, financial records of groups, records of extension services, etc.

Importance of keeping records

Many people just do not keep records of what they are doing or what to do because they do not know how to do it or they do not think it is important for their business or activities. It is important however to keep records because you cannot keep everything in your head. Some benefits of keeping records include

- Records help the group, individual or business to know how much money he/she has received, how much money he/she spent and how he/she spent it (e.g. on inputs, labor, services etc.).
- The business of group can then calculate whether he/she is making a profit or a loss. Therefore, will be able to know which individual activity is doing well, and which is not doing well.
- He/she will be able to make better decisions on which business or activity to expand, improve or even to stop production.
- Records are the only tool to communicate past success to banks, micro-finance institutions, money lenders, and even investors.
- Measures your performance against the projections that were originally set down in the initial plan.

Exercise 1: listed all your most important records that need to be collected in you WAPs groups and discuss why it is import to keep that record in the table below. Feel free to counsel the examples given in the table if they do not apply.

Records and its importance

TYPE OF RECORD	IMPORTANCE OF THESE RECORDS
Meeting minutes	
Engagement with Duty bearers	
Farm activity records	
Cash inflows records (Money-In)	
Cash outflows record (Money-Out)	

Session 8: Group Financial Management 1-2 Hours

Facilitator: Discuss the financial management and its importance with participants and pause for questions, clarifications and additions and also lead them in the exercises.

Financial management refers to the efficient and effective management of money (funds) in such a manner as to accomplish the objectives of the organization. It includes how to raise the capital and how to allocate capital. Not only for long term budgeting, but also how to allocate the short-term resources like current liabilities such as rent and utilities. Financial Management means planning, organizing, directing and controlling the financial activities such as procurement and utilization of funds of the organization. It means applying general management principles to financial resources of the organization.

Once an organization raises funds, needs fund or utilizes funds for their operations, then management of these funds become very necessary and thus, the need for financial management.

Objectives of Financial Management

The financial management is generally concerned with procurement, allocation and control of financial resources of a concern. The objectives can be-

1. To ensure regular and adequate supply of funds to the concern.
2. To ensure adequate returns to the shareholders, which will depend upon the earning capacity, market price of the share, expectations of the shareholders?
3. To ensure optimum funds utilization. Once the funds are procured, they should be utilized in maximum possible way at least cost.
4. To ensure safety on investment, i.e, funds should be invested in safe ventures so that adequate rate of return can be achieved.
5. To plan a sound capital structure-There should be sound and fair composition of capital so that a balance is maintained between debt and equity capital.

Exercise 1: In groups of 4 people, discuss what strategies are in place to manage the funds of the WAPs? What are the challenges that are currently faced in managing the funds of the WAPs? And what actions need to be taken to improve the financial management of the WAPs?

Functions of Financial Management

For Successful financial management, there is the need to put in place a team or a person who will be in charge of financial management and keeping all financial records. In Most groups this person is referred to as the treasurer or finance managers in the case of formal organizations. The functions of the treasure or finance manager are discussed be below.

1. **Estimation of capital requirements:** A finance manager has to make estimation with regards to capital requirements of the group or organization for the entire year or for a period of time. This will depend upon expected costs and profits and future

programmes and policies of a concern. Estimations have to be made in an adequate manner which increases earning capacity of enterprise.

2. **Determination of capital composition:** Once the estimation has been made, the capital structure have to be decided. This involves short- term and long- term debt equity analysis. This will depend upon the proportion of equity capital a company is possessing and additional funds which have to be raised from outside parties.

3. **Choice of sources of funds:** For additional funds to be procured, a company has many choices like-

    a. Dues from the members of the group or share holders

    b. Loans to be taken from banks and financial institutions

    c. Public deposits to be drawn like in form of bonds.

    d. Searching for grants and project funding (free money)

Choice of factor will depend on relative merits and demerits of each source and period of financing.

4. **Investment of funds:** The finance manager has to decide to allocate funds into profitable ventures so that there is safety on investment and regular returns is possible.

5. **Disposal of surplus:** The net profits decision has to be made by the finance manager. This can be done in two ways:

    a. Dividend declaration - It includes identifying the rate of dividends and other benefits like bonus.

    b. Retained profits - The volume has to be decided which will depend upon expansion, innovational, diversification plans of the company.

6. **Management of cash:** Finance manager has to make decisions with regards to cash management. Cash is required for many purposes like payment of wages and

salaries, payment of electricity and water bills, payment to creditors, meeting current liabilities, maintenance of enough stock, purchase of raw materials, etc.

7. **Financial controls:** The finance manager has not only to plan, procure and utilize the funds but he also has to exercise control over finances. This can be done through many techniques like ratio analysis, financial forecasting, cost and profit control, etc. (MSG, Management Study Guide, 2017)

MODULE 2: COMMUNICATION, PUBLIC SPEAKING, PRESENTATION AND RESOURCE MOBILIZATION SKILLS

In this module participants will gain skills in communications amongst themselves in the WAPs and with duty bearers and other stakeholders. They will acquire both verbal and non-verbal communication skills and become more assertive to speak in public and make good presentations

Session 1: Good communications skills

Session 2: Presentation skills and Public Speaking

Session 3: Giving feedback

Session 4: Resource mobilisation and Proposal writing

Session 1: Good Communications Skills(1-3 Hours)

When you communicate, and if you plan to communicate well, you need to be aware of your verbal as well as non-verbal communication. By having this attention to both the verbal and non-verbal elements of communication you can prevent misunderstandings and make sure that the two are coherent (say and show the same thing).

What is communication?

Communication is therefore the act of conveying intended meanings from one entity or group to another using mutually understood signs and language.

Verbal communication is the spoken or written conveyance of a message. The meanings that are attached to words can be literal or otherwise known as denotative; relating to the topic being discussed, or, the meanings take context and relationships into account, otherwise known as connotative; relating to the feelings, history, and power dynamics of the communicators.

Nonverbal communication describes the processes of conveying a type of information in the form of non-linguistic representations. Examples of nonverbal communication include gestures, body language, facial expressions, eye contact, and how one dress. Nonverbal communication also relates to intent of a message. Examples of intent are voluntary, intentional movements like shaking a hand or winking, as well as involuntary, such as sweating. Speech also contains nonverbal elements known as paralanguage, e.g. rhythm, intonation, tempo, and stress. It affects communication mostly at the subconscious level and establishes trust. Likewise, written texts include nonverbal elements such as handwriting style, spatial arrangement of words and the use of emoticons to convey emotion.

Facilitator: take the participants through the following exercises and the discussions that follow it.

Exercise 1: verbal communications - The group is divided into pairs. One person is given a drawing and the other person is given a blank paper and a pencil. The two persons sit with their backs to each other. The person holding the drawing should now explain the drawing to the person with the blank piece of paper without mentioning the object. The person with the blank will then attempt to draw a replica of the original. Give 30 minutes for this exercise and 15 minutes for debriefing

Debrief/discussion of the exercise should be facilitated by asking the participants the following questions what happened in your pair? What worked well (and what did not)? What was/should have been your first explanations/questions to your partner?

Important points to stress:

This exercise is a good way of showing how the premises of the communication should be outlined before an understanding is possible. There are three important issues to stress during the communication process

1. It’s important to have or create a common ground.
2. There can be many misunderstandings and you can prevent that by being aware of your communication.
3. You probably felt limitations in to communicate well enough in this exercise because the whole dimension of non-verbal communication was stolen from them.

Exercise 2: *Non-Verbal and Verbal communication - Divide the participants in groups of three. Tell them their roles: One person is blind but speaks and has 2 hands; One person only has one arm but speaks and the last person is deaf and dumb. The three are now given a cardboard paper, cutter and some masking tape. Their task is to make a box*

together. All three participants have to be a part of the process of putting the box together at all times. Give 20 minutes for the exercise and 15 minutes for debriefing.
Debriefing/discussion of the exercise should be facilitated by asking the participants the following questions: What happened? What worked? What was difficult? How did it feel to work together in a group where you all had different disadvantages?

Important points to stress:

Both verbal and non-verbal communication processes are important and needs to be combined in executing complex task especially if there involve people with different communication needs such as the blind and the death and dump.

Barriers to effective communication

These can retard or distort the message or intention of the message being conveyed. This may result in failure of the communication process or cause an effect that is undesirable. These include filtering, selective perception, information overload, emotions, language, silence, communication apprehension, gender differences and political correctness. Some of these are explained below.

1. **Physical barriers** - Physical barriers are often due to the nature of the environment. An example of this is the natural barrier which exists if people are located in different buildings or on different sites. Likewise, poor or outdated equipment, external noise and unconducive environment also constitute this physical barrier.

2. **System design** - System design faults refer to problems with the structures or systems in place in for communication like network error if communication is through mobile devices. Other examples could be inefficient or inappropriate information systems, a lack of supervision or training, and a lack of clarity in roles and responsibilities which can lead to people being uncertain about what is expected of them.

3. **Attitudinal barriers**- Attitudinal barriers come about as a result of problems with people. These may be brought about, for example, by such factors as personality conflicts which can result in people delaying or refusing to communicate, the

personal attitudes of individual which may be due to lack of motivation or dissatisfaction at work, or simply resistance to change due to entrenched attitudes and ideas.

4. **Ambiguity of words/phrases** - Words sounding the same but having different meaning can convey a different meaning altogether. Hence the communicator must ensure that the receiver receives the same meaning. It is better if such words are avoided by using alternatives whenever possible.

5. **Individual linguistic ability** - The use of jargon, difficult or inappropriate words in communication can prevent the recipients from understanding the message. Poorly explained or misunderstood messages can also result in confusion. However, research in communication has shown that confusion can lend legitimacy when persuasion fails.

6. **Physiological barriers** - These may result from individuals' personal discomfort, caused for example by ill health, poor eyesight or hearing difficulties.

7. **Bypassing** - These happens when the communicators (sender and the receiver) do not attach the same symbolic meanings to their words. It is when the sender is expressing a thought or a word but the receiver takes it in a different meaning.

8. **Fear of being criticized** - This is a major factor that prevents good communication. If we exercise simple practices to improve our communication skill, we can become effective communicators. For example, read an article from the newspaper or collect some news from the television and present it in front of the mirror. This will not only boost your confidence, but also improve your language and vocabulary.

9. **Gender barriers** - Most communicators whether aware or not, often have a set agenda. This is very notable among the different genders. For example, many women are found to be more critical in addressing conflict. It's also been noted that men are more than likely to withdraw from conflict when in comparison to women. This breakdown and comparison not only shows that there are many factors to communication between two specific genders, but also room for improvement as well as established guidelines for all.

Micro – skills that enhances communication

These micro-skills can be applied consciously during active listening and also during open discussions. We probably use these skills every day in our conversations but mostly unconsciously. This discussion is to bring them to the conscious mind.

1. **For Active listening**

a) PARAPHRASING

WHY: Shows the participant that his/her thoughts were heard and understood

HOW: In your own words, say what you think the participant said, example:

- "It sounds like you're saying…."
- "What I hear you saying…"
- "Let me see if I understand you…"

b) MIRRORING

WHY: Neutral way of speeding up a discussion. Can be used to emphasise certain parts of a statement. Builds trust and it's good for brainstorming.

HOW: Repeat the last sentence the participant said word for word

- Participant: "I like to be very active when I'm in a training session."
- Facilitator: "You like to be very active…"

c) INTENTIONAL SILENCE

WHY: Some people need brief silence to order their thoughts. This technique can also underline important revelations.

HOW: Stay silent, but keep eye contact with the speaker

d) EXPLORING QUESTIONS

WHY: This helps people clarify their ideas. It also encourages people to express all their thoughts.

HOW: Ask exploring/probing questions such as

- “How so?”
- “I hear you’re saying this… now can you tell me more?”
- “What do you mean by…?”
- “Can you give an example?”

e) VALIDATING

WHY: this legitimises and accepts a participant’s opinion or feeling, without agreeing that the opinion is ‘correct’.

HOW: Offer support by acknowledging the legitimacy of what the person just said example

- “I see what you’re saying”
- “I get why this matters to you”
- “Ah, now I see where you’re coming from.”
- “I know just how that feels”

2. Open discussion

a) STACKING

WHY: Help people take turns speaking. It increases overall group participation and lessens interruptions and competition for airtime.

HOW: Ask those who want to speak to raise their hands. Assign a number to each speaker.

When the round is over, start a new stack.

- “Would all who want to speak raise your hands?”
- “X, you’re first, Y you’re second and Z you’re third.”

- When the last person has spoken] “Who’d want to speak now?”

b) TRACKING

WHY: To keep track of all the various parts of a discussion in order to help people focus and organise their thoughts.

HOW: Pause the discussion and summarise the discussion so far, checking for accuracy. Then continue the discussion.

- “Let me summarise the discussion so far. It seems that there are three topics being discussed….”
- “Have I got right”?

c) LINKING

WHY: Help participants explain the relevance of a statement by linking it to the main topic

HOW: Linking is a four-step process:

- Paraphrase the participant’s statement. “What I heard you say was…”
- Ask the participant to link the statement to the topic. “How does your idea link up with the [topic]?”
- Paraphrase then validate the explanation. “Are you saying …? [then] “I see what you mean.”
- Continue with the discussion.

d) LISTENING FOR COMMON GROUND

WHY: Powerful method when groups disagree. This validates the disagreements and focuses on the agreements.

HOW: Summarise the group’s differences and common grounds. Check for accuracy.

- “Let me summarize what I’m hearing from each of you. There some differences but also some similarities…”

e) ENCOURAGING

WHY: Create an opening for people to participate. Especially useful in the early stage of a discussion.

HOW: Examples of encouraging

- “Who else has an idea?”
- “What do others think?”
- “Does anyone have a perspective on this?”
- “Any comments from someone who hasn’t spoken for a while?”

f) BALANCING

WHY: Help broaden the discussion by including other perspectives. Help voice alternative points of view.

HOW: Examples of balancing:

- “Are there other ways of looking at this issue?”
- “Does everyone else agree with this perspective?”
- “Ok, we’ve heard from X’s position on this issue. Does anyone has a different position?”

g) MAKING SPACE

WHY: Every group has people who speak les or need more time to think.

HOW: Keep an eye on the quiet person. Sense if they want to speak, then invite them to speak. If they decline, don’t push them.

- Do you want to add anything?”
- “What are your ideas?”
- “You looked like you wanted to say something?”

h) SUMMARIZING

WHY: Help people categorise their thoughts and gain an overview. Help them move on to another topic or bring topic closure.

HOW: Use a flipchart to summarise. Follow this:

- Restate the overall topic of the discussion. “So, we’ve been discussing….”
- Mention the number of themes that emerged. “I think people raised three themes…”
- Talk about all the themes in turn. “The first theme was youth and politics where you discussed…” “the second theme was….”
- Introduce the next step. “Based on this discussion, we will now…”

Session 2: Presentation Skills and Public Speaking (2-3 Hours)

Before you make public appearance to speak or to make a presentation to the public, the content should have been already prepared and rehearsed. In this session we will learn how to prepare a presentation to the public and also build confidence to deliver it. Presenting information clearly and effectively is a key skill to get your message or opinion across and, today, presentation skills are required in almost every field.

Facilitator: Take the participants through this section on how to plan and design content and how to deliver presentations to the public.

There are three overall steps in constructing and conducting a really good presentation. The first 2 steps are for the construction of the presentation whilst the last step is about delivering to an audience.

Constructing the presentation

STEP 1: PLANNING

Ask yourself four key questions:

1. ***Why am I speaking?***
   - What do I want to accomplish; what do I want my audience to feel?
   - What is my message, and what action do I want the members of the audience to take when they leave?
   - REMEMBER: Every time you speak is a chance to change the world – always try to inform, influence and involve your audience. Make your objectives realistic but always aim high!

2. ***How will I accomplish my objective?***
   - How will I influence my audience to take the action I want them to take?
   - Which of my emotions (outraged, indignation, depressed, inspired, excited) would be most effective to convey to my audience in order to get them to feel the same?

3. ***What three things do I want my audience to do?***
   - Tell your audience exactly what they can do to help. Make it clear and easy for them to take action!
   - 1. Easy – bring lunch in a Tupperware not paper, take short showers, use recycled paper.
   - 2. Medium – walk to school don't drive, collect your garbage, recycle and organise it.
   - 3. Hard – write letters to government and companies, join Activista Mt. Kenya

4. ***What's my story?***
   - Logic, facts and statistics are good convincers but NOTHING is as effective as a great story.

- Ask yourself: What am I trying to convince my audience of? Why am I so convinced of that? What story can I tell with that message/ moral?
- Your story should be something that you or someone you know has experienced directly or something very emotionally powerful and work to unique the message of your speech.
- Try to include suspense, humour, action, maybe a twist and a LOT of emotion (sadness, excitement, frustration).
- Give vivid details of the setting, facial expressions, action and emotions to take your audience through the story as though they were actually there.

STEP 2: WRITE PRESENTATION

In the writing of a presentation there are also four things to keep in mind:

1. ***Overall***
   - Aim your writing for a time frame you do not want to be cut short
   - Audiences retain no more than 20% of what you say. Repeat important themes and messages in introduction, body and conclusion
   - Keep paragraphs (1-2 main points; 3-5 sentences) and sentences short (one key emphasis only)
   - Use repetitive phrases for great effect. Use repetitive phrases to etch your message into your audience's mind. Use repetitive phrases to succeed!
   - Use active, expressive words that convey just how committed, passionate and exhilarated you are, and how critical, horrific and powerful your issue is.

2. ***Introduction***
   - Your audience may suffer from "stranger anxiety". Build a rapport and establish trust and confidence with a couple of ice-breakers: "Good morning, it's great to be here, thanks for having me…". Make a joke or a comment related to the audience: "It's great to be here at the Platform, I've always liked this place, and I love the food here".

- Now that you have warmed up to one another hit them with your *launching statement*. A brief, provocative, positive, strong sentence that captivates your audience right at the start. Relate the situation to their everyday lives and grab their attention – it gets them involved, and gives you confidence to see their eyes fixated on you in interest.
- After you set the scene, clearly and confidently state your *thesis*.
- Offer a quick outline/ preview/ agenda of your presentation and argument – frame it!

3. Body

- Remember that the body exists to support your *thesis*. Bring the discussion back to the thesis often to emphasise your principal themes and messages
- Use fact and statistics to back up a logical flow to your argument.
- Then add your story – remember to add lots of detail, some suspense, humour and lots of emotion.
- Finally describe the three things you want them to do.

4. Conclusion

- Make it evident that it's the end without saying "in conclusion". Take a long pause and then set the stage again with a *launch statement* like in the introduction.
- Restate your *thesis* clearly and confidently.
- Review your main points and three things to do quickly
- Say "I would like to thank you for having me here today, and I would like to leave you with a final thought…"
- Finish with a bang! A powerful quote or sentence.

Exercise 1: Put Participants into groups of 3 people and ask them to craft the content of a presentation on any topic that is of concern to them. Tell them to also rehearse presenting the content in turns amongst themselves. Give 20 minutes for the construction of the presentation, 10 minutes for in-group rehearsal

Public Speaking (delivering the presentation)

And now the biggest key to public speaking in the whole wide world: PRACTICE + Experience = Improvement and better delivery.

STEP 3: DELIVERY

When you have finished the first two steps of how to make a presentation that matters you might feel that you are at least half way there. But studies show that this part of the work actually only makes up 7% of what it takes to make an impact on you audience:

Modes of Communication	Effect on audience attention, learning and inspiration
VERBAL (the words you say)	7%
VOCAL (how you say them – volume, pace)	38%
NON-VERBAL (facial expression & body language)	55%

There are five keys to making a killer delivery:

1. ***Your Stance – Demonstrating Confidence and Composure***
    - Legs shoulder width apart, perhaps one foot slightly in front of the other
    - Knees slightly bent
    - Chin up
    - Nose in line with belly button
    - Holding pen/charcoal/marker
    - Your hands should never cross the middle of your body and never go in your pockets.

2. ***Eye Contact – Connection and Credibility***
    - Eye contact is essential to making personal contact with every member of your audience.
        - DO NOT focus on a spot at the back of the room

    - DO NOT picture anyone in their underwear
    - DO NOT hit the same people over and over again
    - DO NOT have staring contests
- Survey your audience, whether they're attentive or looking bored
- Pan the room after a strong or key statement. Who is nodding? Who is nodding off? Let them absorb your point. Pause, breathe, then resume.

3. Your Voice – Articulate and Expressive

- V – Volume
    - A great way to keep your audience's attention is to vary your volume.
    - When excited, angry, frustrated etc. show it by speaking a little *louder*.
    - When speaking about something sad or unjust speak a little more *slowly*.
    - Remember the difference between people in the front row and in back of the room.
- E – Emotion
    - The only way to captivate your audience is to try and make them feel what you feel.
    - If you are angry, portray anger, if happy look happy etc.
    - The more you emphasise the emotion you are trying to convey the more likely the audience will walk away with the same emotion
- P – Pauses
    - Let the audience absorb what you said
    - Give yourself time to remember the next line and breathe
    - Pauses help you stay calm
    - Pauses reduce "um's" and awkward stammering
    - Pause after you ask a question or say something shocking
    - Pan the audience slowly during pauses and make eye contact
- S – Speed
    - You always speak faster than you think – so keep your focus on speaking slowly

- If you are angry, frustrated, happy or saying something really exciting speed up a little bit
- If you are sad, shocked etc. slow down a little more so… that… every… word… sinks… in…

4. ***Your Gestures – Show Them You Mean it***
   - The most important tip for both expressions and gestures is to *be aware* of what you are expressing or gesturing. Plan ahead if needed.
   - Facial expressions
     - Don't be afraid to match your emotions with your facial expression. Let the feeling flow – just don't exaggerate.
   - Hand gestures
     - Use both hands
     - Make your gestures inclusive; open your hands
     - Vary! Don't use the same one again and again
     - No pointing (use all fingers to be inclusive)

5. **Your Energy and Passion – Taking it to the Next Level**
   - If you don't believe it, neither will they
   - Be positive and energetic but not bouncy
   - Show your confidence with a smile

Exaggerate emotion and gestures and expressions and volume for large audiences. But time and again, the great presenters say that the most important thing is to connect with your audience, and the best way to do that is to let your passion for the subject shine through. Be honest with the audience about what is important to you and why it matters. Be enthusiastic and honest, and the audience will respond.

Exercise 2: Ask a participant from each of the group to come forward and make a presentation on the topic they had prepared earlier. Give 5 minutes for each presentation and 10 minutes for feedback from the rest of the team. Use the following questions to guide the feedback process

- *How was the presentation delivered?*
- *What skills did the presenter use?*
- *Was the message clear?*
- *Did it have an impact on you?*

Conclude: Human beings are programmed to respond to stories. Stories help us to pay attention, and also to remember things. If you can use stories in your presentation, your audience is more likely to engage and to remember your points afterwards. It is a good idea to start with a story, but there is a wider point too: you need your presentation to act like a story.

Session 3: Giving Feedback (1-2 Hours)

Introduction: Since we constantly communicate amongst ourselves and among others either within the same groups our outside, it is important to learn how to give feedback. Feedback is supposed to be a gift and is supposed to be received as a gift but attempts to provide feedback so often result in tension and conflict rather than self-reflection and personal growth. Being able to provide quality feedback to others is a powerful skill, but it is also a skill that needs practicing since it doesn’t necessarily occur naturally. To provide good feedback we must develop and cultivate very specific skills, some of which we will introduce you to in this session.

Facilitator: Take participants through the types of feedback and the rules that apply to giving feedback as well as examples of models for giving feedback. In every case, pause for questions, clarifications and inputs

Types of feedback

There are three overall types of feedback: Pure, Personal & Poor forms

Pure Feedback: non-judgemental, descriptive information about past performance or behaviour that enables improvement

- Ask the group for examples of this kind of feedback
- Ex: Your presentation was straight to the point, it made me listen, I think it could become even better if you worked more with your pauses and speaking a little bit slower

Personal Feedback: judgemental information that could be either positive or negative about past performance or behaviour designed to encourage or extinguish future behaviour

1. Ask the group for examples
2. Ex: I liked your presentation and I liked the way you performed. Or the other way around: I didn't like your presentation; the topic was completely irrelevant to me.

Poor Feedback: Nonspecific evaluative information about performance that creates defensiveness rather than an increase in competence or commitment

- Ask the group for examples
- Ex: you didn't do that well enough, you have to work harder, I am not happy with your performance at all, it made me think that you are completely unprepared.

Feedback rules

Feedback is about giving a person constructive criticism in order to help the person becoming better. It can be a very sensitive thing and as the facilitator you should always be careful, and help the group sticking to the rules.

Giving Feedback

1. **Describe and give examples**
   - Don't say "This is bad" or "this is good"

2. **Make sure it is wanted**

- Getting feedback is a sensitive thing, so remember to make sure the person you are giving it to, actually wants it

3. Don't judge

- People may have different opinions (it is negotiable)
- Say: "I saw you did this...and that made me feel like this…" (just describe what you saw and how it made you feel, since it is YOUR personal experience and non-negotiable

4. Give it at the right time

- Feedback should be given right away – don't wait

5. Make it clear

- Check if the other person understands what you mean with your feedback

6. Make it useful

- Don't mention what cannot be changed. Concentrate on the things that the person can change.

Receiving feedback

- Be honest before the feedback and inform where your limits are, and how much critic you can manage.
- Give space to the person who is giving you feedback
- Be open to the information giving and think of the feedback you receive in terms of constructive criticism – a way to improve!!
- You have a chance to develop your skills and get an understanding how you influence a group

Models for giving feedback

There are several models people at various levels have used for giving feedback. However, there is no one perfect model for feedback.

- Observational model – Observation. What have you observed? (I see…) → Feeling. How does it make you feel? (I feel…) → Interpretation. What does it mean to you? (It seems that…) → Advice (Maybe you could…)

- The burger model (sandwich model) – give good/positive feedback first + give some constructive/bad feedback + conclude with more positive feedback.
- KAD Model – Give fedback on what to “Keep” + feedback on what to “Add” + feedback on what to “Drop”
- KISS Model – this model is of the view that you should Keep It Simple and Short.

Exercise 1: Refer participants back to the previous exercise when people had done presentations. Ask them to give each other feedback again this time using the new learnings on how to give feedback. Do this for 20 minutes

Session 4: Resource Mobilization and Proposal Writing (2-3 hours)

Exercise 1: Introduce this session by asking participants in plenary and taking notes on a flip chart or any available writing surface; how can an organization or group such as the WAPs use effective communication skills to raise the income needed to carry out its mission especially in agribusiness? Where are the required resources? How do you sustain your organization or group and work?

Facilitator: Conclude that these are the key questions confronting organizations when they consider how to maintain their work and strengthen organizational sustainability.

What is resource mobilization?

Resource mobilization refers to all activities involved in securing new and additional resources for your organization, group or business. It also involves making better use of, and maximizing, existing resources. The deal is in acquiring the needed resources in a timely, cost-effective manner. Resource mobilization advocates having the right type of resource, at the right time, at right price with making right use of acquired resources thus ensuring optimum utilization of the same Resource mobilization is often referred to as

'New Business Development. It means finding other ways of raising more finance to ensure the sustainability of the group activities and mission.

Types of resources

Complex combinations of resources are required for any business, group or organization to succeed and become successful. Mobilizing one and neglecting another may be a recipe for failure. The five main resources required are explained below.

1. **Financial Resources** - The most important element in starting a business or implementing an objective is funding. Even the most basic business incurs a multitude of startup costs, including registering a business name, obtaining a business telephone line and printing marketing materials. Financial resources can be obtained from a variety of sources, the easiest being from the personal accounts of the company's founder. Alternatively, loans and lines of credit may be granted from financial institutions, friends and relatives, private investors and even governments. In addition, many grants are offered from private and public sources to entrepreneurs of all demographics and personal situations.
   Facilitator: ask participants what financial resource do they currently have and take notes?

2. **Human Resources** - The success of an organization or group is heavily reliant on the talent and strength of its employees or members. The hiring of experienced professionals with track records of excellence within their area of expertise ensures that the mission and goals of the company will be carried out efficiently and with competence. Strong team members can be recruited using a variety of methods. Staffing agencies and executive search firms specialize in placing talent of all levels within every industry. An alternative is to find employees through referrals from individuals whose judgment is trusted. In the case of a group, the ideas and talents of all its members must be harnessed to the benefit of the entire group objective
   Facilitator: ask participants to identify the skill set of the members of the group and how these skills can be used.

3. **Educational Resources -** Perhaps the greatest thing an entrepreneur can do when establishing a new business is to gain as much education possible this is not referring to class room education with various degrees. By understanding her competition and gaining an in-depth knowledge of her industry, she will be better prepared to make smarter decisions regarding the direction of her business. Educational resources can be found through professional trade associations that are geared toward her industry e.g Peasant Farmers Association, her local chamber of commerce as well as the Small Business Administration. More education could also be gained through research.

   Facilitator: ask participants to mention the current sources of education in the area of agribusiness and take notes.

4. **Physical Resources** - Whether a small home business or a retail operation with multiple locations, or even group farm, every organization must have the appropriate physical resources to survive. This includes a proper workspace such as land in the case of farmers, working telephone line, adequate information systems and effective marketing materials. This aspect of business planning can be one of the costliest. As such, it is important for an entrepreneur to realistically assess his needs before making any purchases.

   Facilitator: ask participants to identify and list all the available physical resources to them

5. **Emotional Resources** - Starting a business can be an extremely stressful endeavor for an entrepreneur to undertake or for members of a group to remain committed. To maintain sanity as well as stay motivated, it is important she have a support team that can give inspirations and guidance as needed. This team may be composed of friends and family as well as a mentor or professional group.

   Facilitator: ask participants to identify sources of motivation that will help them to stay committed to their plan

How to Mobilize Resources

Developing a plan or strategy for resource mobilization can lead to creative efforts in using your own local assets to gain support for your organization. Multiple sources of funding can increase your independence and flexibility to implement programs and reduce reliance on external (or foreign) funding. With increased competition for scarce grant resources, thinking of, and creating options for new, diverse, and multiple funding streams will help your organization manage its programs. Important factors to consider in raising funds include:

- A clear sense and commitment to your vision and mission -- who you are, where you are going, and how your mission relates to the communities served.
- Promising program that will yield results
- Evidence of past accomplishments
- Effective management and leadership by your board members and staff who will ensure the accountability and transparency of the organization or group
- Financial systems that will safeguard the resources raised, including adequate financial controls that demonstrate good management and builds trust
- Solid reputation, credibility, and positive image
- Mutual respect and knowledge sharing between the organization and the community it benefits, as well as other stakeholders
- The ability to attract, create, and sustain new resources, especially based in the local community

Resources could mobilise locally through membership dues, organizing special fund raising events and selling of available produce/ products. Another source of financial resource could be from a bank. In this case the bank may require collateral and also charge an interest on the loan. Finally, grant proposals could be written to access funding from government or some donor agencies.

Grant Proposal writing

Foundations, trusts, and other grant making entities that make grants are another major source of funding for development projects. The first step in seeking a grant from a foundation is to identify those foundations that operate in your geographic area and support work on your specific issue. Foundations have priorities, guidelines, and requirements detailing what they support. Usually foundations require a letter of inquiry or proposal demonstrating that your organization or project is a good investment. Many foundations require additional sources of funding, including a demonstration of community or in-kind support. (Yumi & Susan, 2007)

Exercise 2: In 3 groups, each group should identify 4 foundations, trusts and entities that are providing grant support for farmers especially small holder women farmers. 20 minutes for group work, 5 minutes for sharing in plenary.

The following table outlines the components of a grant proposal

Component	Description
Contact Information	Responsible person's name (who is writing the proposal), organization or farmer group, address, email, telephone.
Overview	Summary of proposal, including a statement on the purpose of the project and why funds are being requested.
Context	Description of critical issues affecting your community and why project is necessary. Funders may ask for a needs statement which provides a scope of the problem, including statistics. Focus this section on what your intended project is addressing.
Project Description	How project will be implemented, including: measurable goals and objectives, activities, beneficiaries' involvement, anticipated results, timeframe, collaborating organizations or agencies
Monitoring and Evaluation plan	How project will be monitored and evaluated to ensure that the project is on track and that the results are being achieved.
Budget	Costs for project, amount requested, in-kind contributions, and other sources of funding. State currency and exchange rate on which your budget is based.
Organization Information	Background, governance structure and composition, mission, past accomplishments, staff qualifications, internal controls, legal status.

Exercise 3: In the same groups in the previous exercise, write a proposal for submission to one of the identified funding agencies identified.

MODULE 3: SUSTAINABLE AGRICULTURE, ENTREPRENEURSHIP, INNOVATION &INSTITUTIONAL FRAMEWORKS AND LAWS

This module exposes the participants to concept of sustainable agriculture and the institutional frameworks and national laws which protect women as well as children. Our society is heavily patriarchal, and women and children are mostly discriminated against. Legal and institutional frameworks are put in place to ensure the protection and promotion of the rights of women and children. Knowledge of these is the first step in the empowerment women and protection of children.

Session 1: Understanding Sustainable agriculture (2-3 hours)

Facilitator: Introduce the session and lead participants to discussions and exercises that will help broaden the understanding of sustainable agriculture.

Exercise 1: ask participants in plenary and take notes on flip chart, white board or other writing surfaces;

- *What are the current methods of farming used within your community?*
- *What are the advantages and disadvantages of the current methods of farming used?*
- *Which methods do we need to abandon or promote and why?*

What is sustainable agriculture?

The Food and Agriculture Organization of the United Nations (FAO) believes that 60 per cent more food will be needed by 2050 to sustain the increase in worlds population which likely to reach 9 billion. Countries especially developing countries will have to increase their production substantially to reach this goal, and this will have implications for the limited natural resources on which farming depends, particularly water for irrigation and livestock farming, land for growing crops and grazing, and limited nutrients, such as phosphate. In many places, soil has already suffered lasting damage while water resources are often overused or polluted by fertilisers and pesticides. Agricultural biodiversity has dwindled as farming has become industrialized. These negative effects have heightened global awareness of the fact that agriculture does more than simply produce food, animal feed and energy. It also has impacts on the climate, human health, and global ecosystems. **Sustainable agriculture refers to an increase in productivity while conserving resources** (Stephan, 2015)**.**

Some sustainable agricultural practices

1. **Rotating crops and embracing diversity**. Planting a variety of crops can have many benefits, including healthier soil and improved pest control. Crop diversity practices include intercropping (growing a mix of crops in the same area) and complex multi-year crop rotations.

2. **Planting cover crops**. Cover crops, like clover or hairy vetch, are planted during off-season times when soils might otherwise be left bare. These crops protect and build soil health by preventing erosion, replenishing soil nutrients, and keeping weeds in check, reducing the need for herbicides.

3. **Reducing or eliminating tillage**. Traditional plowing (tillage) prepares fields for planting and prevents weed problems,, but can cause a lot of soil loss. No-till or reduced till methods, which involve inserting seeds directly into undisturbed soil, can reduce erosion and improve soil health.

4. **Applying integrated pest management (IPM).** A range of methods, including mechanical and biological controls, can be applied systematically to keep pest populations under control while minimizing use of chemical pesticides.

5. **Integrating livestock and crops.** Industrial agriculture tends to keep plant and animal production separate, with animals living far from the areas where their feed is produced, and crops growing far away from abundant manure fertilizers. A growing body of evidence shows that a smart integration of crop and animal production can be a recipe for more efficient, profitable farms.

6. **Adopting agroforestry practices**. By mixing trees or shrubs into their operations, farmers can provide shade and shelter to protect plants, animals, and water resources, while also potentially offering additional income. This is common in Southern Ghana where farmers plat cocoyam, cassava and plantain amongst cocoa and cashew farms.

7. **Organic Farming**. does not use synthetic pesticides and mineral fertilisers but attempts to work with natural methods and cycles (Union of Concerned Scientists, 2017)

Facilitator: Ask participants to mention other methods they know which can enhance sustainability in agriculture.

Importance of Sustainable Agriculture

- It puts the emphasis on methods and processes that improve soil productivity while minimizing harmful effects on the climate, soil, water, air, biodiversity and human health.
- Aims to minimise the use of inputs from nonrenewable sources and petroleum-based products and replace them with those from renewable resources.
- Focuses on local people and their needs, knowledge, skills, socio-cultural values and institutional structures.
- Ensures that the basic nutritional requirements of current and future generations are met in both quantity and quality terms.
- Provides long-term employment, an adequate income and dignified and equal working and living conditions for everybody involved in agricultural value chains.
- Reduces the agricultural sector's vulnerability to adverse natural conditions (e.g. climate), socioeconomic factors (e.g. strong price fluctuations) and other risks.
- Fosters sustainable rural institutions that encourage the participation of all shareholders and promote the reconciliation of interests.

How to measure Agricultural sustainability

The Switzerland's School of Agricultural, Forest and Food Sciences in Bern has developed the Response-Inducing Sustainability Evaluation (RISE) method to assess sustainability in as objective and universal a way as possible. It is an interview-based method for assessing the sustainability of farming operations across the economic, social and environmental dimension which are part of the sustainable development paradigm.

1. **Methodology in using and analyzing the RISE framework for sustainability.**

- A questionnaire-based interview with the farm manager is the main source of information.
- Except for very big and complex farms, data collection does not take more than three hours, including a brief tour of the farm. No measurement devices are needed.
- The most precise and reliable sources of data available are used. Where documentation is present, it should be drawn upon. Certain parameters may be "ticked off" in countries with very high regulation and control density.

- The RISE questionnaire can be filled in and the results can be presented by a trained agronomist.
- Denominations and goals of all indicators and parameters, as well as the RISE polygon and tables, are easily comprehensible – possibly with a brief explanation – for all stakeholders in the agricultural sector
- The subject of the RISE analysis is agricultural production at farm level within one year. The analysis is extended at some points to match the realities of farm management

2. Indicators and Parameters of the RISE framework

To use the RISE framework for assessing the sustainability of an agricultural system, the following indicators and parameters are used to development questions which are administered to the farmer. Some of the parameters may not be applicable to certain geographical areas and therefore should be contextualized. The table below contains the indicators and some parameters for these indicators.

Indicators and parameters table

Indicators	**Parameters**
Energy & Climate	• Energy management • Energy intensity of agricultural production • Share of sustainable energy carriers • Greenhouse gas balance
Water use	• Water management • Water supply • Water use intensity • Risks to water quality
Soil use	• Soil management • Crop productivity • Soil organic matter supply • Soil reaction • Soil pollution • Soil erosion • Soil compaction
Plant protection and	• Management of plant protection + biodiversity

Biodiversity	• Ecological priority areas • Intensity of agricultural production • Landscape quality • Diversity of agricultural production
Nutrient Cycle	• Nitrogen balance • Phosphorus balance • N and P self-sufficiency • Ammonia emissions • Waste management
Animal Husbandary	• Herd management • Livestock productivity • Possibility for species-appropriate behaviour • Quality of housing • Animal health
Economic Viability	• Liquidity reserve • Degree of indebtedness • Economic vulnerability • Livelihood security • Cashflow turnover ratio • Usage of debt service limit
Farm management	• Farm strategy + planning • Supply and yield security • Planning instruments+ documentation • Quality management • Farm cooperation
Working conditions	• Personnel management • Working times • Safety at work • Salaries and income level
Quality of Life	• Occupation + education • Financial situation • Social relations • Personal freedom + values

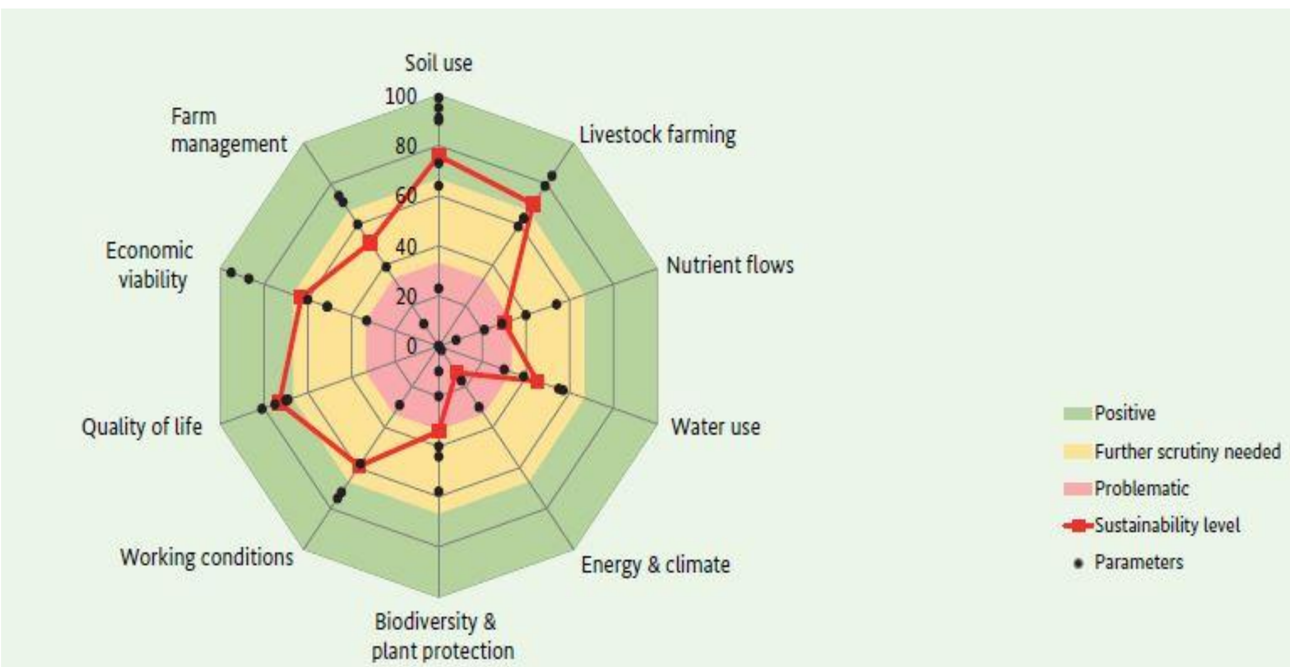
	• Health • Further aspects of life

3. **Measuring, analysis and reporting on the indicators**

The values of the resulting parameters range from an optimum (100 points, completely sustainable way of producing) to a completely intolerable (0 points) situation. Some benchmark and reference values can be determined by stakeholders; this is meant to alleviate the trade-off between global applicability and relevance under the conditions of each individual farm. The following steps are followed (Jan, 2011).

I. The parameters for each indicator are answered and indicator scored on a scale of 0 to 100. Depending on the number of parameters, that receive positive scores, the closer the score to 100 points

II. The scores of the indicators can be plotted on the sustainability polygon for visualisation of the analysis. This is shown below.



III. The average score of all the indicators are taken to assess the sustainability level of the farm which is also referred to as the degree of sustainability. Average scores below 33 points means the sustainability is problematic and inacceptable and therefore need drastic action. Scores between 33 and 66 points means that the sustainability level is in the critical stage and requires further scrutiny. Scores above 66 means that the sustainability is positive or optimal for the farm in question. This indicator scale is shown below.

IV. Recommendations are then provided to the farmer for improvement in sustaining the farm.

Facilitator: Split participants into 3 or 4 groups depending on their number to complete the exercise. Keep guiding and referring them to the sustainability analysis discussed above.

Exercise 2: Using the above indicators, analyse your own farmers for sustainability. ***30 minutes for the exercise and 5 minutes for each team to present.***

- *Draw a polygon of sustainability to display the results of your analysis*
- *Declare the sustainability level of your farm*
- *What are the recommendations to sustain or improve upon the sustainability of your farm*

Facilitator: This module is very important as we aim to highlight right violations that women and children face and how they could be addressed. We will therefore start with an exercise. Split Participants into 3 groups for the exercise below.

Exercise 3: In each group, discuss and come out ideas in the following areas.

1. *What are some of the things that are done to women or children in their communities they feel are not right?*
2. *How can negative actions and abuses against women be addressed in your area and how do you currently address them when they come up.*
3. *Group 3: Who can help in addressing these negative actions and abuses?*

Session 1: Institutional frameworks and laws protecting women

Session 2: Entrepreneurship and Innovation

Session 3: Institutional Frameworks and Laws Protecting children\

Session 2: Entrepreneurship and Innovation (1-2 hours)

Facilitator: Ask participants what is entrepreneurship and take notes. Introduce the subject and lead participants in the discussions

What is entrepreneurship?

Entrepreneurship is the process of designing, launching and running a new business, which is often initially a small business. The people who create these businesses are called entrepreneurs. Entrepreneurship has been described as the "capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. Entrepreneurial spirit is characterized by innovation and risk-taking, and is an essential part of a nation's ability to succeed in an ever changing and increasingly competitive global marketplace.

Characteristics of an entrepreneur

Ten major characteristics of successful entrepreneur are explained below.

1. **Passion and Motivation** - Although there are many traits that make an entrepreneur successful, perhaps the most important are passion and motivation. Is there something you can work on over and over again without getting bored? Is there something that keeps you awake at night because you haven't finished it yet? Is there something you have built and want to continue to improve upon? Is there something you enjoy so much you want to continue doing it for the rest of your life? From building and implementing a prototype to pitching your idea to venture capitalists, success is a function of passion and determination.

2. **Not Afraid to Take Risks -** Entrepreneurs are risk takers, ready to dive deep into a future of uncertainty. But not all risk takers are successful entrepreneurs. What differentiates a successful entrepreneur from the rest in terms of risk? Successful entrepreneurs are willing to risk their time and money on unknowns, but they also keep resources, plans and bandwidth for dealing with "unknown unknowns" in reserve. When evaluating risk, a successful entrepreneur will ask herself, "Is this risk worth the cost of my career, time and money?" And, "What will I do if this venture doesn't pay off?"

3. **Self-belief, Hard Work and Disciplined Dedication** - Entrepreneurs believe in themselves and are confident and dedicated to their project. Their intense focus on and

faith in their idea may be misconstrued as stubbornness, but it is this willingness to work hard and defy the odds that make them successful.

4. **Adaptable and Flexible** - Being passionate and dedicated is important, but being inflexible about client or market needs will lead to failure. Remember, an entrepreneurial venture is not simply about doing what you believe is good, but also making a successful business out of it. Successful entrepreneurs welcome all suggestions for optimization or customization that may enhance their offering and satisfy client and market needs.

5. **Product and Market Knowledge** - Entrepreneurs know their product inside and out. They also know the market. Most become successful because they create something that didn't already exist or they significantly improve an existing product after experiencing frustration with the way it worked. This is achieved through innovation. Remaining unaware of changing market needs, competitor moves and other external factors can cause even great products to fail.

6. **Strong Money Management** - It takes time for any entrepreneurial venture to become profitable. Until then, capital is limited and needs to be utilized wisely. Successful entrepreneurs plan for present and future financial obligations and set aside an emergency fund. Even after securing funding or going fully operational, a successful businessperson keeps a complete handle on cash flow, as it is the most important aspect of any business.

7. **Effective Planning (Not Over-Planning) Skills** - Entrepreneurship is about building a business from scratch while managing limited resources (including time, money and personal relationships), which requires planning. However, trying to plan for everything and having a ready solution in place for all possible issues may prevent you from ever taking the first step. Successful entrepreneurs have a business plan in place, but remain capable of dealing with unforeseen possibilities.

8. **The Right Connections** - Many people seek comfort in commiseration—friends, colleagues and neighbours are happy to complain about "the global slowdown," poor demand, or unfair competition—but that won't improve the bottom line. Successful entrepreneurs reach out to mentors with more experience and extensive networks to seek

valuable advice. If they don't have the necessary technical or marketing skills, they find someone who does and delegate these tasks so they can focus on growing the business.

9. **Exit Preparedness** - Not every attempt will result in success. The failure rate of entrepreneurial ventures is very high. Sometimes, the best solution is to call it quits and try something new instead of continuing to dump money into a failing business. Many famous entrepreneurs weren't successful the first time around, but they knew when to cut their losses.

10. **Ability to Question Themselves – But Not Too Much** - You may ask yourself, am I an entrepreneur? The very question may make you doubt the answer. Even if you don't have the attributes of renowned entrepreneurs, if you have the courage to ask yourself intimidating questions—"Can I do this? Do I want to do this?"—you have the stuff to be an entrepreneur (Seth, 2017).

Exercise 1: Ask participants to spend 20 minutes to conduct self-analysis of which of the skills they think they currently possess and which ones they really need to work to improve. This can be done in pairs or trios.

Innovation

This is one of the key skill or characteristic of an entrepreneur. It is often also viewed as the application of better solutions that meet new requirements, unarticulated needs, or existing market needs. This is accomplished through more-effective products, processes, services, technologies, or business models that are readily available to markets, governments and society.

To be called an innovation, an idea must be replicable at an economical cost and must satisfy a specific need. Innovation involves deliberate application of information, imagination and initiative in deriving greater or different values from resources, and includes all processes by which new ideas are generated and converted into useful products. In business, innovation often results when ideas are applied by the company in order to further satisfy the needs and expectations of the customers.

How to promote innovation

1. Conduct an analysis of the trends in the market environment, your customers' wants and needs and your competitors.

2. Consult with customers and employees for ideas on improving processes, products and services both internally and externally. Find out more about connecting with customers for ideas.
3. Seek advice. Use available resources such as business advisors, grants and assistance to drive innovation in your business. This may include seeking Intellectual Property (IP) protection to commercialise your ideas.
4. Be open to new ideas and adaptive to change.
5. Develop a strategic, responsive plan, which promotes innovation as a key business process across the entire business.
6. Train and empower your employees to think innovatively from the top down.

Exercise: In groups of 4 to 5 people, discuss the following, make notes and share in plenary. Use 30 minutes for discussion and 5 minutes for sharing.

- *What are 3 new innovative ideas in agriculture which are absent in your area that you can pursue?*
- *Identify 3 existing agricultural products and service and propose some new ideas that will improve such products*

Session 3: Institutional Frameworks and Laws Protecting Women (1-2 hours)

Facilitator: Lead the participants in discussion of these frameworks and pause periodically for questions, inputs and clarifications

Exercise: In plenary ask participants to share their understanding of knowledge of any of the laws or policies that protects them. Give participants 20 mins to share ideas then take them through five laws and/or policies (specifically those on Agriculture)

Introduction

The term “institutional framework” refers to a set of formal organisational structures, rules and informal norms for service provision, usually to ensure equity and socio-economic development. Described below are some legal frameworks that protect the interest of women and girls. Participants should know that women rights are being guaranteed by some national policies and laws as well as international conventions which should be taken advantage of to advance the cause of women. It is our belief that continuing to reduce poverty levels, improving health and living standards in Ghana is contingent upon the formulation of effective policies that promote gender equality, equity and women’s empowerment at all levels and sectors. (Ministry of Gender, Children and Social Protection, 2015)

International Conventions and Treaties ratified by Ghana

Ghana has ratified all the important International Instruments on Gender Equality(GE) and Women Empowerment(WE). Critical among them are:

1) The Optional Protocol to the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW OP) 1999 (Signed on 24 February 2000);

2) International Covenant on Economic, Social and Cultural Rights (ICESCR) 1966 (Ratified 7 December 2000);

3) The Covenant on Economic Social and Cultural Rights (ECOSOC),

National level legal frameworks and laws in Ghana

1) **The Constitution of Ghana** was adopted in 1992 and came into effect on January 7, 1993. Consisting of 26 Chapters, the Constitution features an elaborate and comprehensive human rights regime: Chapter five is entirely devoted fundamental human rights and freedoms consistent with the International Bill of Rights. These include political and civil rights as well as economic, social and cultural rights:
   - Article 17 states that all persons are equal before the Law.
   - Article 17(2) states that "a person shall not be discriminated against on grounds of gender, race, colour, ethnic origin, religion, creed, social or economic status."
   - Article 17(4) makes provision for special legislation or policies to address discriminatory socio-cultural, economic or educational imbalances in the Ghanaian society.

- Article 22 also prohibits the deprivation of a reasonable provision of a spouse's estate upon death or dissolution of marriage.

2) The Ministry of Food and Agriculture (MOFA) in 2001 developed a Gender and Agricultural Development Strategy (GADS) to support its gender mainstreaming processes.

Session 4 : Agricultural Policy Analysis (2 hours)

Facilitator: introduce the session and lead participants the discussions and exercises that will help them to understand agricultural policy.

Having understood sustainable agriculture, it is important to discuss the agricultural policy and how to analyse and influence such policies.

What is Agricultural Policy?

Agricultural policy describes a set of laws relating to domestic agriculture and imports of foreign agricultural products. Governments usually implement agricultural policies with the goal of achieving a specific outcome in the domestic agricultural product markets. Outcomes can involve, for example, a guaranteed supply level, price stability, product quality, product selection, land use or employment. Examples of agricultural policies in Ghana both in the past and present include the Food and Agriculture Sector Development Policy (FASDEP II, 2007), Medium Term Agriculture Sector Investment Plan (METASIP 2010-2015) is the implementation plan of FASDEP II and comprises six programmes which represent Ghana's priorities, with Food Security and Emergency Preparedness. Currently the Government in 2017 introduces the Planting for food and Jobs policy with the aim of increasing productivity and creating Jobs.

Agricultural policy Targets

The target of agricultural policies are very broad but usually focus on addressing four major concerns of human society.

1. **Reducing Poverty**. Agriculture according to the World Bank remains the largest single contributor to the livelihoods of the 75% of the world's poor who live in rural areas. Encouraging agricultural growth is therefore an important aspect of agricultural policy especially in the developing world. Good infrastructure, education and effective information services in rural areas are therefore necessary to improve the chances of making agriculture work for the poor.

2. **Maintaining Biodiversity**. The biosecurity concerns facing industrial agriculture, ranging from the spread of diseases as a result of drug resistance; destruction of vegetation covers and deforestation as well as the use of agrochemicals which destroys soil microorganisms as well pollute the environment are all targets of agricultural policies.

3. **Enhancing food security**. The United Nations Food and Agriculture Organization (FAO) define food security as existing when all people, at all times, have physical and economic access to sufficient safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life. The four qualifications that must be met for a food secure system include physical availability, economic and physical access, appropriate utilization, and stability of the prior three elements over time. Agricultural policies target addressing this issue.

4. **Ensures Food sovereignty**. This is about the right of peoples to define their own food systems. Food sovereignty put the people who produce, distribute, and consume food at the centre of decisions on food systems and policies, rather than the demands of markets and corporations that they believe have come to dominate the global food system.

Other pro women agriculture policies and laws

- The National Medium Term Development Plans have all outlined strategies to deal with GE and WE-issues. (Examples include the Ghana Poverty Reduction Strategy 1 (2002); Growth and Poverty Reduction Strategy II (2005); GSGDA I (2009 – 2013) GSGDA II (2014 – 2017). **Ghana Shared Growth and Development Agenda (GSGDAII-2014-2017**), identifies "slow implementation of interventions to improve women's participation in public life" as a key national development issue. It also recognises the need to promote women's equal access to economic opportunity and resources and that responsibilities for seeking fuel and water are placing heavy burdens on women. As it sumarises: "Poverty among women continues to be high due to lower literacy rates, heavier time burdens, lower access to productive resources, and weak implementation strategies of Government policies on women's economic empowerment." It focuses, however, on promoting women's economic empowerment through access to land, credit, information technology and business services and networks. Annual progress reports are produced to monitor change.

- **Gender and Agriculture Development Policy-II (GAD**), which suffers from poor governmental commitment to implementing the policy. We will seek to address issues such as inadequate extension service quality and coverage to women farmers, limited capacity building to address gender-related constraints in the agricultural sector, and inadequate access to financial services. In doing so, we will advocate with the Ministries of Food and Agriculture, Gender Children and Social Protection, Finance, and Local Government and Rural Development.

- **Food and Agriculture Sector Development Policy (FASDEP II) 2007**, which recognises the "Limited availability of appropriate 'women friendly' and labour-saving technologies and imbalances in the delivery of extension services to disseminate information have had negative impacts on the productivity of women farmers and producers." FASDEP II is currently being revised and the new policy will need to strengthen value chain development in agriculture and specifically highlight agricultural processing for women farmers, something the programme will seek to advance. Issues of implementation of the policy and strengthening the influence of the Women in Agricultural Development directorate within the Ministry of Food & Agriculture are also key to a stronger policy, implementation and monitoring

- **Medium Term Agriculture Sector Investment Plan (METASIP 2011-2015**), which aims to increase growth in incomes, competitiveness and enhance integration into domestic and international markets and assure sustainable management of land and environment. There is no specific objective regarding gender equality in these areas, but the document underlines the need to integrate gender equity issues in all activities along the value chain in order to ensure equitable participation, with the Women in Agricultural Development directorate (WIAD) having a lead role.

- **Northern Ghana Rural Development Program, of the Ministry of Food and Agriculture**, to develop income-generating agricultural activities supplementing subsistence farming, which currently predominates in the north, and where there is a sharp disparity between the income-earning opportunities of women and men. NGRP also supports the process through which the resulting commodities are directed towards markets in southern Ghana and abroad.

Exercise 1: Ask participants in plenary and note their points on a white board, flip chart or any available writing surface. What issues do you expect the agricultural policy of Ghana (the planting for food and jobs policy) to address for the WAPs. Facilitator: Please probe for reasons to answers given by participants

Analysing the Agricultural Policies

Advocacy for improved policies in the agriculture sector starts from identifying the relevant policies, analyzing it to see if it meets certain clear indicators and making recommendations for improvement; and monitoring it implementation of the policy. what aspects of those policies should be monitored? What indicators are available to be used?

These are the critical questions that are involved in policy analysis. There are six steps to follow in analyzing policies which can be applicable to agricultural policies

1. ***Verify, define, and detail the objective for the analysis.*** This is the most relevant and important of all steps because many times the objectives are not clear or even contradictory from each other. A successful policy analysis will have allocated and identified clearly the objective to be pursued in the following steps. This is the foundation for an efficient and effective outcome of the whole process. The analyst must question both the interested parties involved as well as their agendas of the outcome.

2. ***Establish evaluation criteria.*** In order to compare, measure and select among alternatives, a relevant evaluation criteria must be established. In this step it must be considered cost, net benefit, effectiveness, efficiency, equity, administrative ease, legality, and political acceptability. Economic benefits must be considered in evaluating the policy. How the policy will harm or benefit a particular group or groups will depend on the number of viable Options available. Most of the time the client, or person or group, interested in the policy analysis will dictate the direction or evaluation criteria to follow. In the case of agric policy, some important evaluation criteria will include; gender dimensions, inputs, extension services, marketing of produce, agro-ecology as well as sustainability. Questions are then set within this evaluation criteria and the policy is subjected to rigorous data gathering and analysis.

Facilitator: ask participants to mention other relevant evaluation criteria which are in the interest of the WAPs and take notes.

3. ***Identify alternative to the policy.*** In this third step understanding what is sought is very important. In order to generate alternatives, it becomes important to have a clear understanding of the problems and issues identified from stage 2. The aim is to suggest and advocate for alternatives to improve the policy. Possible alternatives include the "do nothing approaches" (status quo), and any other that can benefit the outcome. Combining alternatives generates better solutions not thought of before. Relying on past experiences from other groups or policy analysis helps to create a

more thorough analysis and understanding. It is important to avoid settling prematurely on a certain number of options in this step; many options must be considered before settling into a reduced number of alternatives. Brainstorming, research, experiments, writing scenarios, etc., greatly help in finding new alternatives that will help reach an "optimal" solution.

4. ***Evaluate alternative policies.*** It becomes necessary to evaluate how each possible alternative benefits the criteria previously established. Additional data needs to be collected in analyzing the different levels of influence: the economic, political and social dimensions of the problem that is sort to resolve. Political questions in attaining the goals are analyzed as to see whether they satisfy the interested parties of the policy analysis for example, whatever alternative provided must be with the scope and interest of the government otherwise it will never come to light. The proposed alternative must be seen to address the problems and issues in a better way than the initial policy.

5. ***Display and distinguish among alternative policies.*** The results of the evaluation of possible alternatives list the degree to which criteria are met in each of them. Comparison schemes used to summarize virtues are of great help in distinguishing among several options; scenarios with quantitative methods, qualitative analysis, and complex political considerations can be merged into general alternatives containing many more from the original ones. In making the comparison and distinction of each alternative it is necessary to play out the economic, political, legal, and administrative ramification of each option. Mixing two or more alternatives is a very common and practiced approach in attaining a very reasonably justified policy analysis.

6. ***Monitoring the implemented policy.*** To assure continuity and sustainability, determine whether they are having impact, this step is important. Even after a policy has been implemented, there may be some doubt whether the problem was resolved appropriately and even whether the selected policy is being implemented properly. These concerns require that policies and programs be maintained and

monitored during implementation to assure that they do not change for unintentionally, to measure the impact that they are having, to determine whether they are having the impact intended, and to decide whether they should be continued, modified or terminated (Carl V., 2011)

Exercise 2: Put participants into 3 groups and ask them to discuss the following. 30 minutes for the exercise, 5 minutes for each group to present their analysis.

- *Identify agricultural any policy interventions within their area*
- *Set 5 major criteria that you wish to use to analyse the policy and subject the policy to analysis*
- *Identify 3 good things and 3 negative things about any of the policies*
- *Make 5 recommendations for improvement to the policy.*

Session 5: Institutional Frameworks and Laws Protecting children (1-2 hours)

Facilitator: Lead the participants in discussion of these frameworks and pause periodically for questions, inputs and clarifications

Ghana's child protection system was fashioned along European models. With time, the system has become uncoordinated and ineffective owing to its colonial features and approaches which are not well suited to current needs of Ghanaians. Every Child protection system should reflect the different traditions, cultures, values and resources of beneficiaries if it is to work.

Opinions have been expressed by many Ghanaians across the length and breadth of the country to institute a Child Protection System that is fit for Ghana. This led to the drafting of the Child and Family Welfare Policy in response to calls made by all key stakeholders in the area of Child Protection. (Ministry of Gender, Children and Social Protection, 2014)

Policy frameworks and laws protecting children

1. Ghana was the first country to ratify the UN Convention on the Rights of the Child (1990) and has signed or ratified most major international instruments relating to child protection.18 Ghana has also ratified the African Charter on the Rights and Welfare of the Child (2005).

2. The 1992 Fourth Republican Constitution establishes the rights of the child and provided the framework for the enactment of appropriate legislation to protect the rights of children.

3. The Children's Act, 1998 (Act 560) provides for the rights of the child and covers issues of parental duties and responsibilities, maintenance, adoption and fosterage; it protects children from exploitative labour and child marriage and stipulates responsibilities for care and protection of children.

4. The Juvenile Justice Act 2003 (Act 653) also deals with the child in conflict with the law.
5. The Human Trafficking Act, 2005 (Act 694;

6. The Domestic Violence Act, 2007 (Act 732)

7. Child related policies and plans of action include the National Plan of Action (NPA) on Child Labour and the Worst Forms of Child Labour, 2009-2015;
8. The National Plan of Action (NPA) on Orphans and Vulnerable Children (OVC), 2010-2015;

9. The Plan of Action, Hazardous Child Labour Framework;

10. Gender and Children's Policy Standards have been developed for some child and family welfare services, such as residential homes for children.

11. Regulations are underway for adoption and foster care.

Exercise 1: Participants in groups of 5 should discuss the following:

- *What are the major causes of rights abuses and negative actions against women??*
- *Are there support systems and structures in your to help address these*
- *What are the challenges the available support systems to address abuses*

The police are the major enforcer of all laws in the country. It has therefore set up the domestic violence and victim support unit (DoVVSU) with its structure to help address issues of abuses against vulnerable groups such as women and children. The Commission on Human Rights and Administrative Justice (CHRAJ) is also an institution mandated to take care of issues of human right violations. These institutions have district offices that are ready to take up and pursue issues of violations

MODULE 4: SOCIAL ACCOUNTABILITY AND CITIZEN MONITORING

This module explores and provides some key tools that can be used for holding duty bearers to account. Participants will practice tools including budget tracking and community score cards and will employ these tools for various activities that will demand accountability from duty bearers.

Session 1: Gender Auditing

Session 2: Budget tracking

Session 3: Community score card

Session 4: Citizen Reports.

SESSION 1: GENDER AUDITING

Facilitator: Lead participants in discussing gender audit, pause for questions clarifications and inputs when necessary, and take them through the exercise for the session

Introduction

Gender audit is a social accountability process which refers to an assessment of the extent to which gender equality is effectively institutionalised in the policies, programmes, organisational structures and proceedings (including decision-making processes) and in the corresponding budgets.

A gender audit is essentially a “social audit”, and belongs to the category of “quality audits”, which distinguishes it from traditional “financial audits”. It considers whether internal practices and related support systems for gender mainstreaming are effective and reinforce each other and whether they are being followed. Some importance or objectives of a gender audit are listed below. (EIGE, European Institute of Gender Equality, 2017)

- monitors and assesses the relative progress made in gender mainstreaming;

- establishes a baseline;
- identifies critical gaps and challenges;
- recommends ways of addressing them and -suggests new and more effective strategies;
- Documents good practices towards the achievement of gender equality

Conducting Gender audit

To conduct a gender audit, there are 5 stages that needs to be followed which are explained below.

- **Preparatory Phase** – pertains to activities that need to be undertaken prior to conducting gender audit such as planning and training.
  - A. Planning Gender Audit – It should be very clear in the plan what is to be audited, expected outcome, clarify goals/purposes, timeframe with deadlines, persons to do the task and the specific tasks to be done.
  - B. Formation of Gender Audit Teams/Committees – this is aimed to equip the persons who will implement the gender audit with the attitude, skills and knowledge (ASK) needed in conducting the gender audit.

The following is a model (example) “Terms of Reference for Gender Audit Team”:

1. To assess and evaluate the promotion and state of gender equality in the audit Union and the audit country;
2. To look into the biases prevailing in the culture of the Union and of the country that serve as major roadblock in the empowerment and advancement of women;
3. To present an objective analysis and evaluation of the state of women empowerment and advancement in the audit Union and audit country with recommendations on how best to address prevailing and most prevalent gender inequalities;
4. To facilitate the Union’s working out of a plan of action to promote gender equality and women empowerment; and

5. To monitor progress and development in the light of women's situation in the Union and the country vis-à-vis gender equality so much so the implementation of the Union's gender equality plan.

- **Implementation Phase** – pertains to activities that will be conducted during the conduct of gender audit such as:
  - Formation of Gender Audit Team
  - Orientation Meeting with the Key officials by the Gender Audit Team to specify the targeted areas for audit from the checklist
  - Conduct interviews if necessary.
  - Organize a review meeting to feedback and analyse the result of the Gender Audit
  - Organize a strategic workshop with participants and key officials of the organization on the results of the gender audit to work out a plan of action for gender equality.

- **Follow-through** – pertains to follow-up activities that need to be done after strategic actions are set into place including evaluation of the process of conduct and the results of the conduct of gender audit – determining what can be learned that can contribute to the betterment of future gender audits. (International Trade Union Confederation, 2007)

Example of Questionnaire (tool for gender audit)

1. How many workers are there in your organization? How many of these are women? Total number of workers: Number of women workers:
2. How many union members (organized workers) are there in your country? How many of these are women? Total Number of unionized workers: Number of unionized women workers:
3. How many of the union members of your organisation are women, in number and in percentage? Number of women union members: Women union members in percent:
4. Does your organisation:
   a. Have an organizing / recruitment policy on women? Yes No
   b. Employ women organizers? Yes No
   c. Conduct gender equality awareness training for organizers? Yes No

5. What is the percentage of women organizers in your organisation? Total number of organizers: Number of women organizers:

Gender audits for WAPs

In the case of the WAPs, the gender audits will focus on government budgets, policies and programmes how gender responsive/sensitive they are in meeting the special needs of women. For example in the case of the agricultural budget, questions that could be asked include; what % budget amount is targeted at women? What is the total allocation of tractor services will be for women? What % of extension officers will be women? What interventions implemented will be led by female? How do credit schemes reflect the needs of women? With reference to these examples, complete the exercise below.

Exercise 1: With an understanding of this gender audit and the example of questionnaire below, participants in groups of 5 should design their own questionnaire and conduct the gender audit of the planting for food and jobs policy of government. Participants can answer the questions themselves to the best of their knowledge. 20 minutes for the exercise and 10 minutes for each team to present and get feedback from the rest of the team.

Session 2: Budget Tracking (2-3 hours)

Facilitator: Lead participants in discussing budget tracking, pause for questions clarifications and inputs when necessary, and also take them through the exercise for the session. Take not of the tools for the process.

Introduction

Social accountability is an approach to governance that involves citizens and civil society organizations (CSOs) in public decision making. SA interventions can enable citizens and civil society actors to articulate their needs to governments and service providers. Social Accountability also brings the perspective of citizens and CSOs to government activities, such as policy making, the management of public finances and resources, and service delivery. Finally, it allows civil society and citizens to participate in monitoring the public sector and giving feedback on government performance (World Bank, 2017).

Budget Tracking also known as the monitoring the budget expenditure is therefore a process through which citizens and civil society are actively engaged in the tracking of the budgets implementation of local government actors to ensure that benefits to the citizenry. In order to successfully track and monitor the budgets, there is the need to obtain the annual budgets and simplify them into citizen's budgets before you can proceed to analyse and monitor them

Exercise 1: Ask participants to mention all the people involved in the development and dissemination of the budget at the national and district levels and not them down. Refer to these actors in explaining the budget process.

The Budget Process

The Budget process in Ghana goes through complex processes which are described below. Understanding this process is important for tracking the budget.

- The budget process begins in the first quarter each year with the Ministry of Finance and Economic Planning (MoFEP) seeking public input through the placement of an advertisement in local newspapers

- the inputs received are discussed at consultative meetings between MoFEP and stake holder representatives who submitted inputs
- The ministry forecasts revenues and expenditure ceilings before issuing guidelines to all sector ministries for preparing their budgets. The decision on how budget ceilings are determined usually involves drawing on previous years to ensure recurrent costs are covered and the consideration of key policy priorities requiring capital investments.
- Ministries prepare their 3-year budget expenditure requirements and submit to MoFEP by the second quarter. In the case of agriculture in Ghana, the plan is called METASIP (Medium Term Agriculture Sector Investment Plan), which involves several ministries. The preparation of the expenditure priorities within the Ministry of Agriculture (MoFA) and under the METASIP involves negotiations and consultations with other ministries/departments/agencies (MDAs) engaged with the sector (e.g. fisheries, forestry, research, feeder roads) and within each of the MoFA directorates.
- MoFEP then organizes a meeting that involves all the ministries and the National Development Planning Commission (NDPC) in order to discuss and review overall policy objectives, estimated expenditure requirements, and consistency with the national development strategy, with the goal of achieving some measure of coordination in re- solving the budgetary allocations.
- MDAs revise their Budgets and final reports to the MoFEP.
- Individual budget hearings between MoFEP and each MDA to ensure sector budgets are in line with the guidance from MoFEP is conducted.
- Finalized budget is then presented to Cabinet and subsequently to Parliament for approval by MoFEP..

The actors in the budget process include both state and non-state actors. The state actors include the Ministry of Finance and Economic Planning, Ministries Departments and Agencies, Cabinet, The National Development Planning Commission and Parliament. They usually bear the responsibility of putting the budget together. Non state actors include civil society organizations, corporates and business that have interest in the budget. At the district level, consultation for inputs are conducted with Unit Committees Area/town councils and with Assembly members to draw district plans and budgets which are submitted to the Ministry for Local Government for Onward submission to the Ministry of finance.

Reading the Agricultural Sector Budget

Simplifies version of the budget is published called the Budget Highlights. In this document, you will find summary of each sector of the economic outlining the plan of the government for the sector.

Exercise 2: Read the highlights for the agric sector budget for 2018 below and discuss the following;

- What issues of women farmers are addressed by the budget?
- How can the WAPs benefit from the interventions stated in the budget?
- Describe 3 key actions that the WAPs needs to take in order to benefit from the budget?

MINISTRY OF FOOD AND AGRICULTURE 23

To improve food security and promote sustainable agriculture as indicated in the Sustainable Development Goals (SDG) 2 as well as create jobs, especially for the teeming youth, Government in 2017:

• Launched the 'Planting for Food and Jobs Programme', to increase production of selected crops for food security and create jobs for the youth. In 2018, a total of 500,000 farmers will be registered and 2,700 extension agents recruited to support the Programme;

• A total of 220 tractors and accessories comprising 141 maize shellers, 77 Multi-crop threshers were distributed to farmers and service providers to promote agricultural mechanization. In 2018, Government will under this programme distribute assorted farm equipment including: 200 tractors and matching implements, 1,000 power tillers and walking tractors;

• A total of 192 small dams and dugouts in 64 districts were identified for development under the 'One-Village-One-Dam' initiative. Government will in 2018, continue to facilitate and promote double cropping by constructing 50 small dams and dugout, making available additional 147ha of irrigable land for crop production;

• The Fall Army Worm (FAW) invasion was successfully managed and kept under control. Through this intervention, 123,232ha of farm lands were recovered out of a total area of 137,479ha affected farms;

• COCOBOD during the 2016/17 season, purchased 969,000 metric tonnes of cocoa. For the 2017/18 season, a crop size of 850,000 tonnes is projected. Government has maintained the producer price of cocoa at GH¢7,600 per tonne, in spite of a 30 percent decline in international cocoa prices;

Simplifying the Budget (Citizens Budget)

A citizen's budget (CB) is a simplified, nontechnical summary/presentation of a local or national budget that is designed to reach and be understood by ordinary citizens. A CB is designed to facilitate discussion between citizens and governments. There are usually two types of CBs: a simplified version of the Executive's Budget Proposal and a simplified version of the Enacted Budget after the legislature has considered the budget and voted on it. Citizen Budgets are important because

- to enable citizens to access, view and understand local/national budget allocations
- to promote transparency and deter/reduce fraud and corruption
- to help build trust between citizens and government

The Citizens Budgets will vary widely in focus, content, and length depending on the context and objective. The outline of the Citizen Budgets includes the following elements:

Part One: Introduction. The government's objectives in publishing the guide; the place of the annual budget in public finance legislation; a very brief description of the institutional coverage of the budget, and of the budget process.

Part Two: The Economic Outlook and Government Objectives. Macroeconomic forecasts and the main macroeconomic assumptions underlying the budget; the sensitivity of the fiscal aggregates to variations in key economic assumptions; the government's national development strategy; and medium term fiscal policy objectives.

Part Three: The Government's Accounts and Budget Prospects. Aggregate revenues, expenditures, and the fiscal balance over a medium-term horizon, including the broad allocation of spending and sources of revenue, and comparative figures for the previous year; public debt, fiscal risks, and the sustainability of current policies and trends.

Part Four: New Measures. Summary of the main budget initiatives; estimates of their fiscal effect and impacts on key policy groups, such as the poor, women, and those in disadvantaged regions; contribution to meeting the government's stated policy objectives.

Part Five: Improving Delivery of Services. A brief indication of what the government is doing to improve service delivery and tax administration, including an outline of any strategies to improve the efficiency and/or effectiveness of government activities and any evidence of results such as changes in non-financial performance indicators.

Budget Tracking (Tracking public expenditure)

This can be achieved through a process called public expenditure tracking which is a method used to assess the efficiency of public spending and the quality and quantity of services. Participatory public expenditure tracking refers to the engagement of citizen groups and civil society organizations to track the flow of public resources for the provision of public goods or services in order to determine how much of the originally allocated resources reach each level, and how long they take to get there. It can help to detect bottlenecks, inefficiencies or corruption. In recent years, a number of non-governmental organizations (NGOs) have used methods combining elements of case-specific tracking and survey-based exercises under the participatory public expenditure tracking.

The relevance and importance of this process include:

- Illustrate in detail how the financial management system works, and how funds are budgeted, allocated and disbursed at different levels;
- Analyse whether public funding reaches the facilities it was designated for and is applied to the intended use;

- Diagnose and identify the location and extent of impediments to financial, staff, and/or equipment resource flows in operations; and
- Evaluate the mechanisms and incentives responsible for public expenditure leakages, capture and deployment impediments.
- Is particularly useful for identifying “implementation deficit” issues in public financial management.
- Can help increase transparency and effectiveness in the service delivery system by revealing bottlenecks or leakage points.
- May help create incentives for increased accountability among government, local agencies and service providers.

Some limitations, risks and challenges that may be faced in trying to conduct the public expenditure tracking include:

- Needs strong and continued government willingness and cooperation for obtaining data.
- Public expenditure tracking is technically complex, and require strong capacity for research design, sampling, data collection and analysis.
- Results can suffer from data limitations, i.e. where service provision is not well recorded, or is in-kind.
- Respondents (i.e. service providers) may have incentives to misreport or hide information.
- Time and costs for implementing the tool are high, and best be built into project or program budgets.

Tool for conducting budget tracking

To gather information in order to track expenditure, questions have to be developed with the following elements:

- **Inputs: What projects were initially planned?** Since service providers typically have a large number of inputs, it may not be feasible to collect data on all of them. The key point in the measurement of inputs is that they need to be valued in monetary terms.

- **Outputs: What projects were finally delivered or are in the process of being delivered** Examples of measurable outputs in the education sector include enrolment rates and numbers of pupils completing the final exams.

- **Quality: What quality standards are adhered to?** Quality is multi-dimensional, and an effort should be made to capture this by collecting information on different aspects of quality. Examples of this include observed practice, staff behavior and composition, availability of crucial inputs, and provision of certain services, such as toilets, drinking water, etc. Information collected from users can also capture aspects of quality.

- **Financing: What has been spent compared to what was budgeted?** Information should be collected on sources of finance (government, donor, and user charges), amounts, and type (in-kind versus financial support).

- **Institutional Mechanisms and Accountability**: **How did they include and account to the right holders?** Collect information on supervision visits, management and decision-making structures, reporting and record-keeping practices, parent or patient involvement, and audits.

After this process, a summary report should be written indication either satisfaction of dissatisfaction with the expenditure of the particular local government structure

Exercise 3: with an understanding of budget tracking process, discuss and outline a plan to conduct a budget tracking of your local assembly. Do this for 30 minutes

Session 3: Community Score Cards (2-3 hours)

Facilitator: Lead participants in discussing community score cards, pause for questions clarifications and inputs when necessary, and also take them through the exercise for the session. Take note of the tools for the process.

Introduction

Another social accountability tool used by citizens to monitor the delivery of services and the activities of duty bearers in the community score card. A community scorecard (CSC) is a community-based monitoring tool that assesses services, projects, and government performance by analyzing qualitative data obtained through focus group discussions with the community. It usually includes interface meetings between service providers and users to formulate an action plan to address any identified problems and shortcomings.

The Community Scorecard is a participatory, community-based approach for assessing **public services or facilities (for example water, health agriculture and sanitation services**) by grading them according to a range of scores. The method draws different stakeholders into discussion with the aim of finding out:

- Whether inputs promised for a service or facility have actually reached the frontline
- How community members grade the performance of that service or facility
- How frontline service providers themselves grade their own performance or that of their facility
- What can be done to overcome problems at a facility and improve service delivery.

Advantages of community score cards

The advantages of using community score cards are numerous for both the service providers (duty bearers) and the beneficiaries (right Holders) as given below:

For Service Users/Beneficiaries

- Encourages local problem-solving through development of joint-action plans among government, service providers and service users.

- Empowers service users to express their needs and opinions regarding the access and quality of services.
- Encourages accountability on the part of service providers by presenting input from service users.
- Promotes communication and cooperation between service users and providers.

For Service Providers

- Tracks assets and/or spending (e.g., availability of water, medicines at health centers, and textbooks in schools).
- Generates benchmark performance criteria that can be used in resource allocation and budget decisions (e.g., at least 8 hours per day of potable water).
- Monitors user perceptions regarding the quality of services (e.g., absenteeism rates among health care personnel).
- Compares performances across facilities and districts.
- Improves service delivery performance by responding to the needs and feedback of beneficiaries.

Elements of the community score cards

Community scorecards are composed of two elements:

Indicators: aspects of a public service (e.g., for water and sanitation service) that are measure its quality. For example, the distance of the water source from the community, the presence of impurities in the water, the quantity of water available per citizen. (Access, Availability, Quality etc are indicators for water).

Scores*:* The level of quality of that aspect of the public service or levels of satisfaction of the citizens with that public service. Lower numbers mean lower quality/satisfaction, higher number mean higher quality/satisfaction. Normally we use a scale from 1 to 5. Where

1= Very low (very bad)

2= Low (bad)

3= Neutral or average

4= High (good)

5= Very high (very good)

With some communities or non-literate audience, it helps to use faces (images and symbols to indicate the scores of the public services.

Developing and using community score cards

To use score card to analyse the quality of any services in your community, you need to involve the Community, the Service provider, and organize a meeting between them to discuss the scores and ways forward.

The phases for developing and implementing the community score cards are five. These are listed below and explained in the table that follows.

Stage 1: Planning and Preparation of community score cards

Stage 2: Conducing the scorecard with community

Stage 3: Conducting scorecard with service providers

Stage 4: Interface meeting (dialogue between community and service providers)

Stage 5: Follow-up and Institutionalization

The table below explains how to carry out each stage.

Phase 1: Planning and Preparation (Preparatory groundwork & organisation)	- Identifying and training of lead facilitators. - Making introductory visits to local leaders to inform them of your plans and decide on date, duration, and people involved. - Decisions should be made on the venue and materials required for the gathering, in addition to what persons/partners from outside the community could or should be invited to participate in the processes.
Phase 2: Design and Conduct the scorecard with community (Using the tool)	- Hold a community meeting where you explain the purpose of community score cards - Divide the community in interest focus groups (e.g., women, men, youth, and community leaders). - Assign two facilitators per group and have them facilitate meetings separately (one facilitator facilitates, the other takes notes – the person who takes notes should be literate) - **Generating issues**. Facilitate a discussion about the provision of water and health facilities by asking: o **How are things going with the water and sanitation services here?** o **What services work well?** o **What does not work well?** o **What are the barriers to delivery of quality services?** Note down only the issues that the group has agreed to note down, help the group cluster similar issues. Ask the group about how to improve the delivery of that service. And for the things that are working well, how to maintain them. - Prioritising issues: Ask the group to agree on the most important issues to deal with first. You can use the matrix below for it.

Issue	Priority	Reasons

- **Develop indicators**. Facilitators meet and based on the issues that are priority for the community groups, discuss and identify the common and most important issues for the area and develop the indictors for the community score cards. (discuss the indicators one by one)

- **Develop a Scorecard Matrix** for scoring, make copies and give them to each of the groups facilitators. (use the Scoring matrix template). The to scores how satisfied their groups are with that aspect of the service.

- **Conducting the Scorecard with the community**. Organise a community meeting; inform them that the issues they discussed and prioritised had been turned into indicators. Divide the community in the same groups, show them the indicators, and check that they represent the issues they raised, explain the indicators are the same for all the groups. Complete the Score Card by scoring against each indicator and giving reason for the scores. Start from the first indicator and ask the group to give it a score, before writing the score make sure you have heard the opinion of the group members and that they explain the reason for the score. If it is a low score, ask for suggestions for improvement or how to maintain indicators that are rated high. Thank them for the participation and inform them that also the service provider will be rating the service and that community members will be invited for an “interface meeting” with the service provider.

- **Consolidate scores**. Facilitators meet and combine the score of all the groups for each indicator. If there are wide differences between the scores, invite the representatives of each group to discuss and agree on a score.

-

Phase 3: Conducting scorecard with service providers (Using the tool)	- Identify the service providers and stakeholders of water and sanitation services. - **Create Scorecards. Generate issues**. In order to generate issues with the service providers, ask the questions: o What are the types of services that we offer? o How do we offer them? o What are the main challenges? o What are the barriers to delivery of services? o What is the role of the community in serviced delivery and do they take part, why? o What can be done to improve the situation? - **Develop indicators**. for quality service provision of water and sanitation - **Conduct scorecard with the service providers** and explain that the aim of the scorecard tool is to improve service delivery. Complete Score Card by scoring against each indicator. Identify priority issues. Generate suggestions for improvement
Phase 4: Interface meeting (dialogue)	- **Organise an interface meeting** between community members and service providers and community at large, community leaders, committee members, service providers, district officials and process facilitators - Explain that the purpose of the meeting is to share the Scores generated by service users and service providers to ensure that feedback from the community is considered, and that concrete measures are taken to improve or maintain good practices. - Nominate two representatives (gender balanced) from the community who will present the score cards at the meeting. They should be literate and active people. They present the community findings from the Score Cards and suggestions for improvements. - The service providers present their scores and suggestions

	for improvements. - Communities and service provider staff present identified priority issues - **Dialogue and developing a joint action plan**. Facilitate a dialogue with questions and answers to clarify issues and prioritise action for change. Prioritize the issues together (in a negotiated way). Both community members and service provider's priorities the indicators to deal with first. Ask the questions: - *What is the most possible and realistic? What is short-term and what is long-term?* Discuss each priority theme as follows and record in the planning matrix. (see additional material at the end of the script) - The two parties negotiate the agreement on improving water and sanitation services and develop a joint action plan and how to monitor the outcomes.
Phase 5: Follow-up and Institutionalisation (The way forward)	- It is the responsibility of the service providers and community to implement the plan, they have to own it and monitor the implementation. It may be necessary to constitute a committee consisting of representatives from all the stakeholders including the community, to monitor and evaluate the execution of the Action Plan. - Execute action plan - Monitor and evaluate actions - Repeat cycles to ensure institutionalization

Exercise 1: Using the example of the score card for water below, put participants into groups of 5 persons, and task them to select an important service to the WAPs and develop a score card matrix to analyse that service. Give 20 minutes for the exercise and 5 minutes for each team to present and get feedback.

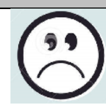
COMMUNITY SCORE CARDS SCORING MATRIX

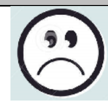
Information on the community

Group name________________Date____________Village__________Catchment area___________

No. of people in the community:__________________

	1=very bad	2=bad	3=good/ average	4=very good	5= excellent	Comment
INDICATOR	**0%**	**25%**	**50%**	**75%**	**100%**	**(explain your score)**
Availability						
Availability of sufficient quantity of service/opportunity available per person per day 						
Accessibility						
Distance from service provider or opportunity to end user 						
Acceptability						
Discrimination in access to service or opportunity/ facility						

						
Quality/Safety						
Quality of service/Opportunity 						
Limitations of service delivery(Within) 						
Limitation of Opportunities / Service 						

Affordability						
Cost 						

Name of facilitator:__________________

____

Date________________________________ Signature

Session 4: Citizen Report Cards (2-3 hours)

Facilitator: Lead participants in discussing citizen report cards, pause for questions clarifications and inputs when necessary, and also take them through the exercise for the session. Take not of the tools for the process.

Introduction

Another important social accountability tool is the citizen's report card. It is an assessment of public services by the users (citizens) through client feedback surveys. It goes beyond data collection to be an instrument for exacting public accountability through extensive media coverage and civil society advocacy that accompanies the process. These can be initiated and facilitated by a third party, usually CSOs.

This differs from community score cards in that; the community score cards process is led by community members and includes an interface meeting between service providers and the community that allows for immediate feedback, the process is also a strong instrument for empowerment.

Difference between Citizen Report Cards & Community Score Cards

Citizen Report Card	Community Score Card
• Unit - household/individual • Meant for macro (higher) level • The main output is demand side (user) data on performance and actual scores • Implementation time longer (3-6 months) • Feedback given later, through media • Information collected through questionnaires	• Unit – Community members • Meant for local level • Emphasis on immediate feedback and accountability, less on actual data • Implementation time short (3-6 weeks) • Information collected through focus group discussions

(World Bank, 2017)

Focus of the citizens report cards

It generally queries respondents and conduct statistical analyses on the following service-related issues:

- ***Access:*** How many members of a given population have access to a particular service? This analysis can be further disaggregated to capture differences between specific locations, gender, age, socio-economic groups, and/or ethnic groups.

- ***Usage:*** Where access exists, to what extent is the service infrastructure being used? What are the reasons for non-use, where this exists? The objective of such questioning is to understand how effectively delivery is functioning, and where the shortfalls in it lie.

- ***Quality:*** How satisfying, useful, and relevant is the service? What is the quality of service supply?

- ***Reliability:*** Is the service being delivered as per stipulated schedules and specifications? How? What are the reasons why these occur?

- ***Problem incidence and responsiveness***: How often do respondents experience a problem with service? Do they complain, and to whom? How rapidly is the problem resolved?

- ***Service and opportunity costs:*** What costs (including 'forced' investments in alternatives) are respondents bearing due to poor service, demands for unauthorized payments, undue distance, and inconvenient delivery schedules/mechanisms?

- ***Transparency in service provision:*** To what extent do service providers proactively disclose norms and standards in relation to service delivery?

Process of conduction Citizen report cards

The steps explained below describe the process of conducting citizen report cards:

Step 1: Pre-survey preparation - Implementing agency holds detailed focus group discussions with users and service providers to identify key service challenges and design preliminary questions for the questionnaire.

Step 2: Administering the survey - Draw on the answers to the scope questions to determine the targeting strategy. Targeting and stratification decisions are based on a variety of factors including geographic boundaries, demographic composition, and service infrastructure.

Step 3: Data entry and analysis - Enter collected questionnaire data into a database and analyzed it. Typically, respondents rate or give information on aspects of government services on a scale (e.g., –5 to +5, or 1 to7).

Step 4: Dissemination of findings to key stakeholders - Launch CRC findings in a high-profile press conference and distribute materials to members of the print, radio and television media (it is often useful to prepare press kits and press releases to facilitate this process).

Step 5: Sustaining momentum for change - Possible strategies include awareness campaigns and public dialogues, asking service providers to make public commitments in relation to service delivery improvement, continuous monitoring by civil society organizations (CSOs) and the media, town meetings between government officials and citizens, and the exchange of best practices through workshops.

Step 6: Institutionalization - Possible strategies include sensitizing stakeholders about the CRC process, enhancing the capacity of CSOs to monitor providers' service delivery performance, maintaining regular interactions between users and service delivery providers in relation to assessing performance and working with service providers to integrate independent assessments of service delivery outcomes in the broader performance management system.

MODULE 5: ADVOCACY LOBBYING AND NEGOTIATIONS

In this module, participants will learn and practice the importance of lobbying as well as strategies that can be used during advocacy, lobbying and negotiations for duty bearers to take action that will inure to the benefit of the members of the WAPs we will discuss when to use campaigns, lobbying or negotiation as an advocacy tool. It is imperative to note that advocacy is the bigger picture of change that is envisaged and several strategies and methods including campaigning, lobbying and negotiation are employed to achieve this goal

Session 1: Advocacy and Campaigning

Session 2: Lobbying and Negotiations

Session 1: Advocacy and campaigning (2-3 hours)

Facilitator: Lead participants in discussing both Advocacy and Campaigns, pause for questions clarifications and inputs when necessary, and also take them through the exercise for the session. Take not of the tools for the process.

Introduction

Advocacy is the process of raising effective voices in or a political process by an individual or group which aims to influence decisions within political, economic, and social systems and institutions. Advocacy can include many activities that a person or organization undertakes including media campaigns, public speaking, commissioning and publishing research or conducting exit poll or the filing of an amicus brief. Lobbying (often by lobby groups) is a form of advocacy where a direct approach is made to legislators on an issue which plays a significant role in modern politics. Advocacy can include many activities that a person or organization undertakes including media campaigns, public speaking, commissioning and publishing research or conducting exit poll or the filing of an amicus brief.

Social justice advocacy focuses on achieving a just and equitable society for all. To achieve this, it therefore seeks to

- Question the way policy is administered
- Participate in the agenda setting as they raise significant issues
- Target political systems "because those systems are not responding to people's needs"
- Are inclusive and engaging
- Propose policy solutions
- Open up space for public argumentation

There are several factors that make advocacy very effective and therefore likely to achieve the desired outcome or change. These elements include

- Question the way policy is administered
- Participate in the agenda setting as they raise significant issues
- Target political systems "because those systems are not responding to people's needs"
- Are inclusive and engaging
- Propose policy solutions
- Open up space for public argumentation

Advocacy Campaigns

Advocacy campaigning is the process of “Creating and harnessing people’s power through organization, mobilization and communication around a simple and powerful demand, to achieve a measurable political or social change.” Advocacy Campaigns involves finding people who are passionate about your cause. Where many grassroots campaigns stumble is when you start to translate passion into action, and then action into a movement. Talk is easy, sustainable action requires planning, dedication, and discipline.

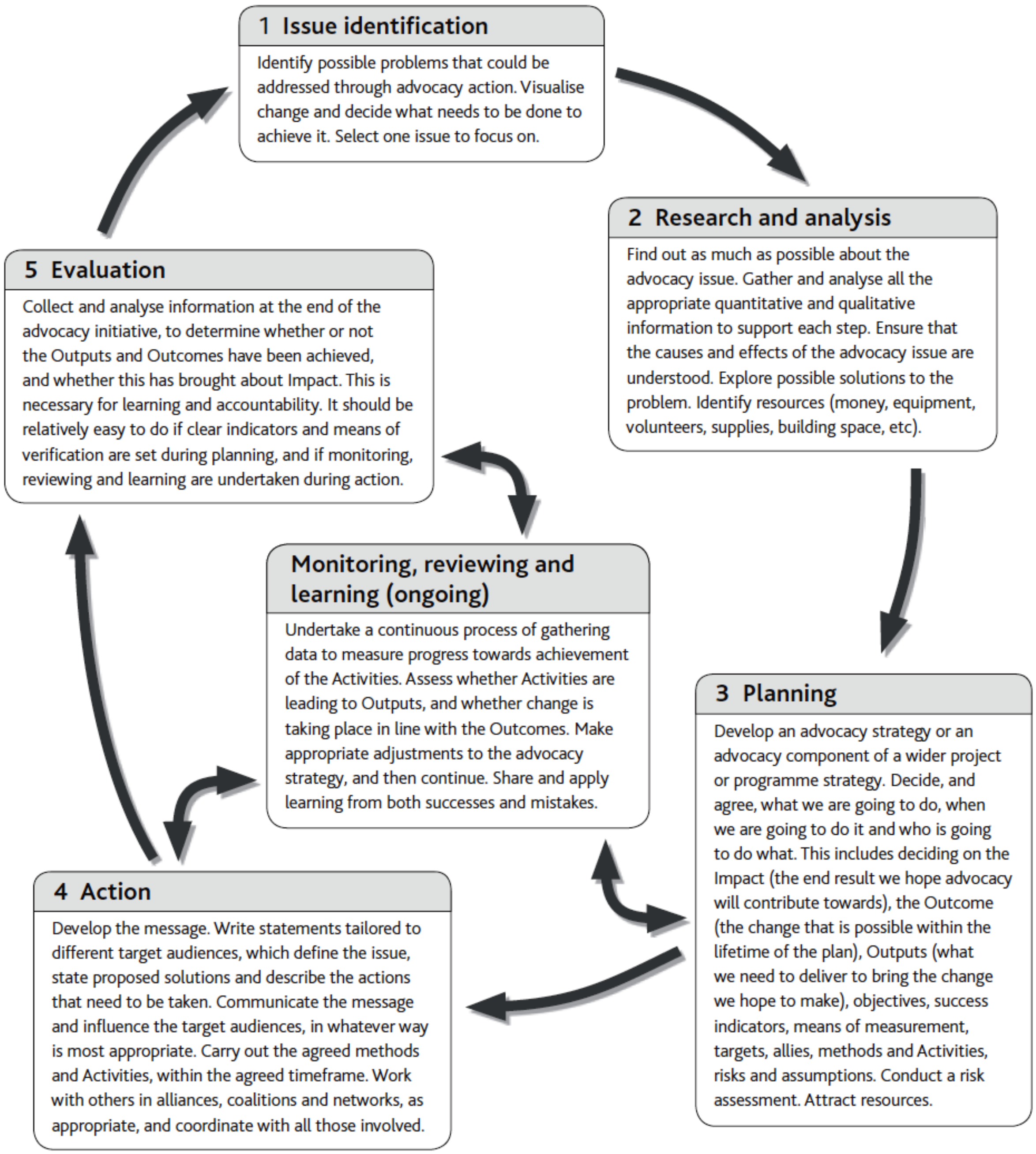
The Characteristics of a campaign therefore include:

a) Have a clear issue - A campaign aims to change something; it can be policy or attitudes, such as inadequate farm inputs and extension officers for smallholder women farmers etc.
b) Length - Campaigns can vary in time, depending on the issue and how quickly the desired change is reached (it can be just a couple of weeks or it can be years)
c) A long variation of tools - It can be protesting, sit-ins, gathering signatures, having a spot on a radio, calling meeting or lobbying and negotiation that we will be looking more closely at in the next session.
d) A campaign is different than a protest because a campaign can use several of these tools, where protest mostly use marching in the streets.
e) Collective action and community engagement

The Advocacy Cycle

An advocacy initiative can be divided into stages, although in practice these overlap. The time it takes to complete all the stages and the necessary detail will vary greatly, depending on the urgency and complexity of a particular issue, the amount of information needed to be able to act and the advocacy methods chosen.

The basic Advocacy Cycle is displayed below



Advocacy Cycle

Steps in Building and Planning Advocacy campaigns

To build a successful grassroots advocacy movement, grassroots minded organizations should focus on these 8 key steps for successful grassroots advocacy campaigns. They are described below.

1. **Set SMART goals.** For a grassroots campaign to be successful, you must first define what success looks like. To do so, terming goals so that they are **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**imely will allow you to share with others what success looks like and how it will be accomplished.

2. **Research.** This is very important and required to provide the need information and data that will serve as evidence in pushing the advocacy agenda of the selected issue. It helps to Gather and analyze all the appropriate quantitative and qualitative information to support each step and ensure that the causes and effects of the advocacy issue are understood. It also helps to explore possible solutions to the problem and identify resources (money, equipment, volunteers).

3. **Create the strategy.** Bridging the gap between goals and actions is where your strategy comes into play. Your grassroots strategy will determine which grassroots campaigns tactics will be most effective. There is no single grassroots campaign template you can use for your strategy. Instead develop a small team who can collaborate openly to develop a dynamic and diverse grassroots strategy.

4. **Clearly communicate.** Your message needs to be simple and clear to the right audience. It also needs to reach them where they are. Your strategy should take into account who you are trying to reach, what message is important to them, and how they are most likely to receive that message. From print to blogs, the message and call to action for your audience must be relevant to them.

5. **Use new media.** New media such as facebook, twitter, whatsapp and blogging; isn't new anymore, and the fact remains that no matter how someone hears about your message, if they have access to the Internet they will go online to learn more.

If you are not using new media, you are losing both credibility and the ability to expand your audience.

6. **Get fund raising.** No matter how big a volunteer force, or how much passion and energy you have, successful grassroots advocacy still requires cash. Money for resources like advertising, advocacy tools, tables at events, feeding volunteers, etc., should all be laid out in your strategic plan so that you know how much you will need to fund raise.

7. **Build coalitions.** Grassroots advocacy is all about banding together like-minded people for a single purpose or cause. The same collaboration can, and should, happen between organizations. Organizations that learn to work together can bring about the policy changes that would have otherwise been impossible to impact separately and alone.

8. **Organize communities.** This is where you start to execute on your strategy. Whether it is through formal events, directly on social media, or through door-to-door knocking or your partnering coalitions, how you organize should be focused on both how to motivate them individually and as a group.

9. Power and Stakeholder Analysis. This involves analysing all your allies and targets and the power and influence that they have. It helps to identify those who are likely to support the course and those likely to oppose or frustrate the process. Strategies and actions can then be developed to target these stakeholders.

10. **Engage policymakers.** Elected officials rely on the information from their constituents to make the right decisions and membership organizations can compile that information to educate them. Organizations that educate and engage policy makers on the views of the voter around specific issues will be seen as a credible and useful source of information. (Volatility, 2013).

Exercise 1: Having discussed advocacy planning, participants in groups of 5 should plan and develop an advocacy campaign around any topic of their choice, going through the 10 steps listed above. Use 50 minutes for the exercise and 10 minutes for presentation

Session 2: Lobbying and Negotiations 1-2 hours

Facilitator: start this session with the exercise 1 on the GHC 2 game and lead the discussions on lobbying and negotiations.

Exercise 1: We are going to engage in another exercise called the 2-cedi game which will therefore illustrate all three strategies in negotiations. This exercise will reveal the strategies that people in negotiation either consciously or unconsciously use to achieve the desired goals. This game will broaden our understanding of why "splitting equally" is not the only way to divide what is on the table, and why it may or may not be the best way, in real life.

Instructions for the exercise

- *Put participants into pairs*
- *General Instruction for each pair is to divide GHC 2 between them.*
- *Instruct that the game is purely to push one's interest—no side deals are allowed*
- *Give each player secret Instructions to tilt the player toward competition, accommodation, or compromise. (print it from the list below, cut it out and share to participants)*
- *Ask participants to change new partners after 10 minutes*
- *Ask them to go back to their first pairs after another 10 minutes*

Note facilitator: Please do not let the participants know they will be changing partners after 10 minutes from the beginning of the exercise and the secret instructions should be kept secret throughout the exercise.

Secrete instructions

C. You need more than 2 cedi to solve your daily problems, so you must get more than 2 cedi

D. Your negotiating party has other source of income, so he can easily leave all the 2 cedi for you, so try to convince him more.

E. You do not want anything to spoil your relationship with the other party and you wish to keep him as a friend, so you are a little careful

F. This guy/lady is very poor and has a lot of financial crisis; he may suffer greatly if he gets less than half of the amount.

G. Your negotiating party is a very gentle person and respect your opinions a lot, but you need more money to handle your financial issues.

H. This person is very arrogant, and he is trying to cheat you in the process. Be careful not to get cheated by him. He is very greedy.

Debriefing of the exercise

Ask participants how they feel for each round in plenary

In some pairs there is a negative bargaining range because the players have each been told to get more than GHC 1. In some pairs there is a positive bargaining range because their targets add up to less than GHC 2. In the third round, factors in negotiation also serve to show the importance of a previous interaction with the same person. Ask participants why they succeeded or failed to share the 2 cedis.

Lobbying

It is the act of attempting to influence decisions made by officials in the government, most often legislators or members of regulatory agencies of other decision-making bodies or persons in order for decisions or policies to go in favour of the lobbyist or in a particular direction. Critics of lobbying think that the can failure of government officials to serve the public interest leads to a consequence of lobbying by special interest's groups who provide benefits to the official for their interest to be served.

Groups of people who engage in lobbying are referred to as advocacy groups, lobby groups, pressure groups, campaign groups or special interest groups. Generally, they use different forms of advocacy, where they could influence the public opinion or policies and play a significant role in developing both political and social systems. Also, they diverge in influences, motives and sizes, where some of them come with wide-ranging terms in their social purposes, while others usually focus on and always respond to the issues that are affecting many people.

Tips for lobbying

One of the most persuasive forms of lobbying is a face-to-face meeting with your elected officials or her/his staff about the issue at stake, why you are passionate about the issue, and the position you'd like your member of Congress to take. In order to achieve your aims and objectives of lobbying, you must take note of the following personal, attitudinal and technical elements that may influence the outcome.

- Dress nicely and be on time. First impressions matter – do not let your appearance detract from your message or credibility.

- If you represent an organization, introduce yourself and tell your elected official or staff person the name and mission of your organization, where it is located and the size of its membership. If you are lobbying as an individual, be sure to introduce yourself as a constituent and to mention any family, social or business ties you may have with the legislator.

- Start with a supportive statement. For instance, if the legislator recently voted in favor of a related issue you care about, mention that. At minimum, thank your elected official for taking the time to meet with you.

- State clearly and concisely what issue you want to discuss, what your position is, and what action you want your elected official to take. Use simple, understandable terms and avoid acronyms. Offer a few supporting facts about why s/he should take your position.

- Stress how the issue will affect the member's district or state, if possible. People will act if they feel that they will benefit.

- Share a personal story or concrete examples that highlight your experience with the issue and why you care about it.

- Mention other organizations, influential people, government officials and lawmakers that support your position.

- Be a good listener. After you make your pitch, allow the legislator to respond. Be prepared to bring the conversation back to your message and ask if the lawmaker goes off tangent.

- Answer questions to the best of your ability. If you do not know the answer, say so. Offer to provide the information promptly in a follow-up email or letter.

- Do not forget to explicitly make your “ask” (request). Pose a direct, yes-or-no question to which the legislator or person you are lobbying can respond. An example would be “Can we count on you to co-sponsor the bill?” Be prepared for how you will respond to your member’s position. Have a plan to turn a “Yes” into a champion, an “Undecided” into a yes, and to learn from the objections of a “No.”

- Give the lawmaker or person being lobbied a “leave behind” fact sheet (1-2) pages that outlines your position, explains what the bill does (if applicable), and why s/he should support your viewpoint.

- Always thank your legislator for his/her time at the end of the meeting, even if he/she did not agree with your position (Center for Health and Gender equality, 2012)

Negotiation

It is a dialogue between two or more people or parties intended to reach a mutually beneficial outcome, resolve points of difference, to gain advantage for an individual or collective goal, or to craft outcomes to satisfy various interest in the negotiation process. It occurs in business, non-profit organizations, and government branches, legal proceedings, among nations and in personal situations such as marriage, divorce, parenting, and everyday life.

It is aimed to resolve points of difference, to gain advantage for an individual or collective, or to craft outcomes to satisfy various interests. It is often conducted by putting forward a position and making small concessions to achieve an agreement. The degree to which the negotiating parties trust each other to implement the negotiated solution is a major factor in determining whether negotiations are successful.

Negotiation is a method of advocacy by which people settle differences. It is a process by which compromise, or agreement is reached while avoiding argument and dispute. In any disagreement, individuals understandably aim to achieve the best possible outcome for their position (or perhaps an organization they represent). However, the principles of fairness, seeking mutual benefit and maintaining a relationship are the keys to a successful outcome.

Specific forms of negotiation are used in many situations: international affairs, the legal system, government, industrial disputes or domestic relationships as examples. However, general negotiation skills can be learned and applied in a wide range of activities especially in advocacy. Negotiation skills can be of great benefit in resolving any differences that arise between you and others.

Types of negotiations

Negotiation can take a wide variety of forms, from trained negotiator acting on behalf of an organization or position in a formal setting to an informal negotiation between friends. It can also be compared with arbitration, which resembles a legal proceeding. In arbitration, both sides make an argument as to the merits of their case and the arbitrator decides the outcome. This negotiation is also sometimes called positional or hard-bargaining negotiation. The 3 types of negotiations are described below:

I. **Distributive negotiation (win-lose) -** is also sometimes called positional or hard-bargaining negotiation and attempts to distribute a "fixed pie" of benefits. Distributive negotiation operates under zero sum conditions and implies that any gain one party makes is at the expense of the other and vice versa. For this reason, distributive negotiation is also sometimes called win-lose because of the assumption that one person's gain results in another person's loss. Distributive negotiation examples include haggling prices on an open market, including the negotiation of the price of a car or a home. In a distributive negotiation, each side often adopts an extreme position, knowing it will not be accepted—and then uses a combination of guile, bluffing, and brinkmanship to cede as little as possible before reaching a deal. Distributive bargainers conceive of negotiation as a process of distributing a fixed amount of value. A **distributive negotiation** usually involves people who have never had a previous interactive relationship, nor are they likely to do so again soon. In the distributive approach each negotiator fights for the largest possible piece of the pie, so it may be quite appropriate

II. **Integrative negotiation (win-win)** is also called interest-based, merit-based, or principled negotiation. It is a set of techniques that attempts to improve the quality and likelihood of negotiated agreement by taking advantage of the fact that different parties value various outcomes differently. While distributive negotiation assumes there is a fixed amount of value (a "fixed pie") to be divided between the parties, integrative negotiation often attempts to create value in the course of the negotiation ("expand the pie"). Integrative negotiation often involves a higher degree of trust and the forming of a relationship. It can also involve creative problem-solving that aims to achieve mutual gains. It is also sometimes called win-win negotiation. In the integrative approach, unlike the distributive approach, parties seek to find an arrangement that is in the best interest of both sides. A good agreement is not one with maximum gain, but optimum gain. Gains in this scenario are not at the expense of the other, but with him/her.

However, negotiators need not sacrifice effective negotiation in favour of a positive relationship between parties. Rather than conceding, each side can appreciate that the other has emotions and motivations of their own and use this to their advantage in discussing the issue. In fact, perspective-taking can help move parties toward a more integrative solution. Techniques that effectively improve perspective-taking negotiations through which negotiators can separate people from the problem itself include:

- ***Put yourself in their shoes*** – People tend to search for information that confirms his or her own beliefs and often ignore information that contradicts prior beliefs. In order to negotiate effectively, it is important to empathize with the other party's point of view. One should be open to other views and attempt to approach an issue from the perspective of the other.

- ***Discuss each other's perceptions*** – A more direct approach to understanding the other party is to explicitly discuss each other's perceptions. Each individual should openly and honestly share his or her perceptions without assigning blame or judgement to the other.

- ***Find opportunities to act inconsistently with his or her views*** – It is possible that the other party has prior perceptions and expectations about the other side. The other side can act in a way that directly contradicts those preconceptions, which can effectively send a message that the party is interested in an integrative negotiation.

- ***Face-saving*** – This approach refers to justifying a stance based on one's previously expressed principles and values in a negotiation. This approach to an issue is less arbitrary, and thus, it is more understandable from the opposing party's perspective

- ***Active listening*** – Listening is more than just hearing what the other side is saying. Active listening involves paying close attention to what is being said verbally and nonverbally. It involves periodically seeking further clarification from the person. By asking the person exactly what they mean, they may realize you are not simply walking through a routine, but rather take them seriously.

- ***Speak for a purpose*** – Too much information can be as harmful as too little. Before stating an important point, determine exactly what you wish you communicate to the other party. Determine the exact purpose that this shared information will serve

III. ***Integrated negotiation*** is a strategic approach to influence that maximizes value in any single negotiation through the astute linking and sequencing of other negotiations and decisions related to one's operating activities. This approach in complex settings is best executed by mapping out all potentially relevant negotiations, conflicts and operating decisions in order to integrate helpful connections among them, while minimizing any potentially harmful connections. An alternative approach to integrated negotiation is to assume each negotiation or operating activity is standalone

Lobbying and negotiation are active tools that can be used for women and all others for their voices to be heard. They can be used to influence decisions taken by actors in the governance processes on issues that affect women and to even increase the participation of women in leadership, decision making and participation in the governance process. For women who may not be interest in holding positions but are still concerned about their societies and how governance decisions affect them, these skills can be effectively used to demand fair, just and gender responsive policy decisions taken by actors who hold decision making power in the governance process.

Exercise 2: In groups of 5, participants should discuss when to negotiate and when to lobby. Give 20 minutes the discussions and 5 minutes for each team to present their position.

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