



STRENGTHENING FEMALE LEADERSHIP IN FARMERS' GROUPS AND COOPERATIVES

Empowering women for better participation and decision making



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A Training Package



2014

Strengthening Female Leadership in Farmers' Groups and Cooperatives

Empowering women for better participation and decision making

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Launched on 8th March 2014 by Her Majesty Gyalyum Sangay Choden Wangchuck
in celebration of International Women's Day in Bhutan.



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Director,
Department of Agricultural Marketing and Cooperatives (DAMC)

INTRODUCTION

Context

Experience of working with farmers' groups and cooperatives especially in the Market Access and Growth Intensification Project (MAGIP) areas of the six eastern districts has shown that currently, while women form majority of the membership base of farmers' groups and cooperatives, their numbers are very less at the executive members' level. This makes it difficult for the women members to be part of the group/cooperative decision making forums thereby not getting women members' needs, concerns and interests taken into account in the group/cooperative decisions.

Furthermore, one of the major findings from the SNV and SFED Lauri gender study¹ was that if we promote more formalised marketing (in the form of auction in this particular case) women tend to lose out more than the men because formalised marketing gets taken up by the executive members of groups and cooperatives (all men in this particular case). Thus, together with promoting marketing, it was crucial to at the same time work on increasing women's participation and influence on decision making in the groups and cooperatives. The study also shed lights on some existing gender stereotypes and prejudices that were not in the favour of women's participation and influence on decision making as follows:

Participation (discussions in meetings)	
Reasons for participating in meeting	Reasons for non-participation
Male	Male
<ul style="list-style-type: none"> ➤ Male member have more knowledge about species, harvesting and about agendas for future planning ➤ Able to conclude and make decisions for the group ➤ Better public speaking skills 	<ul style="list-style-type: none"> ➤ Travelling outside village for work or other obligations and cannot attend
Female	Female
<ul style="list-style-type: none"> ➤ Fulfill the absence of father from the household in the meeting 	<ul style="list-style-type: none"> ➤ Shy to participate ➤ Unable to speak during large meetings ➤ Cannot make decisions and unsure ➤ Lack of knowledge about the species, harvesting guidelines
<ul style="list-style-type: none"> ➤ Need for targeted training for women 	

Source: Lauri Gender and Poverty Analysis Study Report 2012

It was thus recommended that additional efforts are required to empower women for meaningful participation (meetings, auction). One such effort is the development of this specific female leadership manual which includes sessions such as "Enhanced Public Speaking Skills" that have been developed based on the above findings from the lauri study.

¹The Lauri Gender and Poverty Analysis study was undertaken with support from IFAD, the International Fund for Agricultural Development as part of SNV's technical assistance support to the Market Access and Growth Intensification Project. This research was conducted jointly by SFED (Social Forestry and Extension Division) and SNV in July 2012.

A generic leadership training package has already been field tested and developed for the chairpersons and office bearers of farmers' groups and cooperatives. The findings from the use of this generic leadership training package showed that it was mostly male chairpersons and office bearers who participated and benefitted from generic leadership trainings. Even the few women participants present were usually shy and hesitant to actively participate in the discussions. Some were even dominated by their male counterparts during the discussions. Thus, the need to develop a specific female leadership training package was felt to target and enhance more women participation and influence on decision making in the farmers' groups and cooperatives.

Although the primary target participants of this training are women, some of the sessions (such as the sessions on Gender in farmers' groups and cooperatives; Qualities of a good leader with an emphasis on the skill sets of good women leaders) can be added to leadership trainings where majority of the participants are men.

Therefore, with this background, this training package titled "Strengthened Female Leadership in Farmers' Groups and Cooperatives" has been developed by DAMC and SNV as part of the MAGIP project with the aim to increase female participation and influence on group/cooperative decision making; to enhance the leadership skills of the existing women executive members and to catalyse the women members with leadership potential to take up leadership roles and bring about positive change in their groups and in the communities. It is also designed to give our women farmers control in further educating and empowering themselves to take up actions on key issues that affect their lives. The manual fosters learning approaches in developing leadership skills and an analysis of their strengths and opportunities thereby creating opportunities for the women farmers to determine and direct the changes in their lives.

Development Process of the Training Package

Several consultations were held with DAMC, RAMCO, MAGIP PCU (Project Coordination Unit) and SNV to discuss and decide on the content of the manual. During the discussions key issues related to gender in Bhutan were identified. These key issues include:

- *Women make up more than half of the membership base of the farmers' groups and cooperatives.*
- *Very minimal women representation in the executive committee members of farmers' groups and cooperatives.*
- *Strong gender stereotypes and social norms existing particularly in the rural areas that prohibit rural women from taking up leadership positions. These include women being burdened with the triple role burden having to do majority of the household work in addition to working on their farms and taking care of the children and the elderly, women seen as less capable and possessing no confidence, women lacking public speaking skills etc².*
- *One of the main reasons cited for women's low participation in the public arena is the lack of confidence and lack of public speaking skills. Another reason cited especially for the rural women is lack of role models³.*

²Data collected during the SNV and SFED MAGIP Lauri Gender and Poverty Analysis Study, 2012

³UN Country Analysis Report 2012

In line with the current gender realities existing in the country with lower literacy rates for women than men, lack of sound network systems for women leaders, and women's lesser opportunities for exposure compared to men, the following key messages are streamlined throughout the training package:

- Education is not everything to become a successful group/cooperative leader
- Women need to work in a team and support each other, form a network at the end of the three days' session.
- Communication: It is very crucial for women to speak even in formal settings not only in the evenings and during informal settings.

Focusing on these above identified issues, the training manual provides women with information and tools to gain insights into the gender situation in Bhutan as a whole, insights into their own dreams and aspirations, insights into their strengths and weakness, take important decisions and develop skills to collaborate and communicate, all expected to make these women come forward to either continue and/or to come forward to take up leadership positions and become better leaders within their farmers' groups and cooperatives.

The manual has been tested with participants from the six eastern districts of Lhuentse, Mongar, Pema Gatshel, Samdrup Jongkhar, Trashigang and Trashiyangtse through two batches of trainings held in Mongar and Trashigang. Participants included existing women executive members and also women members with leadership potential from the farmers' groups and cooperatives.

The training manual consists sessions for three days each. The materials contained will assist the trainer (s) in the conduct of the female leadership training programme.

Users of the training package

The users of this training package, 'Strengthening Female Leadership in Farmers' Groups and Cooperatives', are those involved in building capacities in farmers' groups and cooperatives in Bhutan. It aims to support and facilitate leadership training targeted at the existing women leaders, women office bearers and other potential women leaders from the farmers' groups and cooperatives.

Purpose of the training package

The materials contained in the training package will assist the trainer (s) in conducting the female leadership training programme. The aim of the female leadership training is to strengthen the competencies of existing female leaders, women office bearers and other potential women leaders in leading their respective farmers' group and cooperative. The training should be able to provide necessary leadership skills and approaches. It should also help participants raise relevant leadership issues and challenges in their farmers' groups and cooperatives and seek out practical solutions. Furthermore, this training should catalyse women members to take up leadership roles and bring about positive change not only in them but also in their groups and in the communities.

Contents of the training package

The training package has eight units:

Unit I : Introductory Session

Unit II : Gender in Farmers' Groups and Cooperatives

Unit III : Understanding Farmers' Groups and Cooperatives

Unit IV : Leadership in Farmers' Groups and Cooperatives

Unit V : Group Dynamics and Building Cohesion in Farmers' Groups and Cooperatives

Unit VI : Participatory Decision-Making in Farmers' Groups and Cooperatives

Unit VII : Communication in Farmers' Groups and Cooperatives

Unit VIII : Conflict Management in Farmers' Groups and Cooperatives

How to use the training package?

Each unit is designed to support trainers in conducting the sessions. Each unit describes in detail the learning objectives, materials required and set out a programme of activities through which the trainer (s) may lead the training sessions. An indicative time to be spent for each session is also mentioned. Each of the activities or sessions are followed by debrief notes for the trainer (s). The debrief notes contain the key points or key learning that will need to be highlighted by the trainer (s). The debrief notes are presented in blue boxes. Important slides have also been provided for reference.

Each of the unit can be delivered separately as a stand-alone training programme. However, it is better to deliver the six units as one training programme to establish the linkages between each of the units and for greater impact.

Who should be the trainers?

The training sessions would be most effective if delivered by local trainers who have experience in delivering leadership skills training with sound facilitation skills. It is also important for the trainer (s) to have experience working with farmers' groups and cooperatives and women in particular. Further, a woman trainer (s) with experience on working with women's empowerment and who has background on women related issues in rural Bhutan would be ideal.

Target participants for the training

The people to be trained in female leadership include existing chairwomen, women office bearers such as general secretary, treasurer and other potential women leaders from the members of the farmers' groups and cooperatives. Although participants who are able to read and write would be able to benefit the most from the training, special attention should be provided to those who cannot read and write during the training sessions. It is also advisable to have the extension agents for the concerned farmers' groups and cooperatives participating

in the training as observers, so that they will be in a better position to provide support to the women leaders of the farmers' groups and cooperatives in the future. However, such participants should be few and in no cases be a majority.

Training venue

The training venue should be arranged at locations that are easily accessible to all the participants.

The best venue would be in the community itself so that mobility of the women participants is easy and it would not entail long travel distances which often hinders their participation. Examples of suitable venues include non-formal education centres, gewog/community centres, livestock hospitals, or even a large local house with enough space with the necessary facilities such as power connections, writing tables and chairs and good sanitation facilities.

What is the duration of the training?

The entire training is designed for three days starting at 9 o'clock in the morning and ending by 4 o'clock in the evening. Time taken for each unit would vary. Approximate time taken for each unit is provided in the materials. The participants' involvement and issues raised during the sessions will influence the time taken for the units. The trainer (s) may adjust the time accordingly and also in accordance to the convenience of the women participants who may need more time either in the mornings or the evenings to complete their household responsibilities.

ABBREVIATION

<i>CEDAW</i>	<i>: United Nations Convention on the Elimination of All Forms of Discrimination Against Women</i>
<i>DAMC</i>	<i>: Department of Agriculture Marketing and Cooperatives</i>
<i>FAO</i>	<i>: Food and Agriculture Organisation of the United Nations</i>
<i>IMS</i>	<i>: Institute for Management Studies</i>
<i>MAGIP</i>	<i>: Market Access and Growth Intensification Project</i>
<i>MoAF</i>	<i>: Ministry of Agriculture and Forests</i>
<i>NPAG</i>	<i>: National Plan of Action for Gender</i>
<i>NFE</i>	<i>: Non-Formal Education</i>
<i>PCU</i>	<i>: Project Coordination Unit</i>
<i>RAMCO</i>	<i>: Regional Agriculture Marketing and Cooperative Office</i>
<i>RNR</i>	<i>: Renewable Natural Resource</i>
<i>SIGI</i>	<i>: Social Institutions and Gender Index</i>
<i>SNV</i>	<i>: Netherlands Development Organisation</i>
<i>SWOT</i>	<i>: Strengths, Weaknesses, Opportunities and Threats</i>

MANUAL FRAMEWORK

UNIT I: INTRODUCTORY SESSION

Session I	Learning Objectives
Ground rules (Tone setting)	<ul style="list-style-type: none"> To inform participants of the workshop's objectives To set a tone of openness and respect for the workshop's proceedings

Session II	Learning Objectives
Introduction of the participants: Getting to know each other	<ul style="list-style-type: none"> To help participants get acquainted with each other.

Session III	Learning Objectives
Who am I?	<ul style="list-style-type: none"> Understand the bigger role in life and what we desire most. Understand the visioning capacity of a good leader and to leave behind a good legacy.

Session IV	Learning Objectives
Self-esteem through use of SWOT	<ul style="list-style-type: none"> Understand one's potentials and abilities, the threats and opportunities and use them to one's advantage. You are most likely to succeed in life if you use your talents to the fullest extent.

UNIT II: GENDER IN FARMERS' GROUPS AND COOPERATIVES

Session I	Learning Objectives
Gender situation in Bhutan	<ul style="list-style-type: none"> Understand the existence of gender differences in Bhutan. Be aware of the various policies, laws and regulations that are in force to narrow the gender gaps. Be aware of the various institutions and organizations that are in place for the empowerment of women.

Session II	Learning Objectives
Gender in farmers' groups and cooperatives	<ul style="list-style-type: none"> Understand the current gap in women leadership in farmers' groups and cooperatives Understand the need to empower women in every aspect including assuming leadership roles in the communities and in farmers' groups and cooperatives.

UNIT III: UNDERSTANDING FARMERS' GROUPS AND COOPERATIVES

Session I	Learning Objectives
Understanding farmers' groups and cooperatives	<ul style="list-style-type: none"> • Define a farmers' group and a cooperative • Be familiar with the cooperative principles • Understand core ideas of the cooperative principles: voluntary nature and autonomy
Session II	Learning Objectives
Benefits of a farmers' group and a cooperative	<ul style="list-style-type: none"> • Explain the benefits of forming a farmers' group and a cooperative

UNIT IV: LEADERSHIP IN FARMERS' GROUPS AND COOPERATIVES

Session I	Learning Objectives
Understanding leadership	<ul style="list-style-type: none"> • Explain what is leadership • Identify different leadership styles
Session II	Learning Objectives
Qualities of a good leader	<ul style="list-style-type: none"> • Identify qualities of a good leader • Understand the importance of the qualities inherent in women • Understand the importance of good leadership • Discuss how these qualities can be practiced in their farmers' group and cooperative context
Session III	Learning Objectives
Roles of a leader in a farmers' group and a cooperative	<ul style="list-style-type: none"> • Explain the roles of a leader in farmers' groups and cooperatives

UNIT V: GROUP DYNAMICS AND BUILDING COHESION IN FARMERS' GROUPS AND COOPERATIVES

Session I	Learning Objectives
Understanding group dynamics and cohesion	<ul style="list-style-type: none"> • Explain the importance of group cohesion • Appreciate how each member's action/inaction will affect others

Session II	Learning Objectives
Conditions for healthy group cohesion	<ul style="list-style-type: none"> • Explain the conditions for successful group cohesion • Analyse the presence of these conditions in their farmers' group/cooperative

Session III	Learning Objectives
Generating group cohesion	<ul style="list-style-type: none"> • Be sensitive to the need to contribute to the development of group cohesion. • Understand the importance of trust as primary success condition for group cohesion • Be aware of some approaches to trust management

UNIT VI: PARTICIPATORY DECISION-MAKING IN FARMERS' GROUPS AND COOPERATIVES

Session I	Learning Objectives
Understanding decision making process	<ul style="list-style-type: none"> • Explain decision-making process

Session II	Learning Objectives
Importance of participatory decision-making	<ul style="list-style-type: none"> • Understand the importance of participatory decision-making in farmers' groups/ cooperatives. • Understand the importance of including both female and male views in decision making

Session III	Learning Objectives
Making decisions participatory in the farmers' group and cooperative	<ul style="list-style-type: none"> • Understand the process of participatory decision-making in farmers' group/cooperatives.

UNIT VII: COMMUNICATION IN FARMERS' GROUPS AND COOPERATIVES

Session I	Learning Objectives
Understanding communication	<ul style="list-style-type: none"> • Explain the communication process trust, embrace

Session II	Learning Objectives
Sources of communication barriers	<ul style="list-style-type: none"> • Explain causes of communication breakdown or failures

Session III	Learning Objectives
Making communication Effective	<ul style="list-style-type: none"> • Understand the importance of active listening • Understand the importance of being assertive • Practice assertive communication on issues related to their group/cooperative • Develop communication strategy and approaches to be applied in their farmers' group/cooperative

Session IV	Learning Objectives
Enhanced Persuasion skills	<ul style="list-style-type: none"> • Understand that persuasion is all around us. • Important to persuade to convey your feelings and get things done. • Understand some persuasion tips.

Session V	Learning Objectives
Time Management	<ul style="list-style-type: none"> • Understand different people have different ways of managing time. • Understand the importance of prioritization: if time is properly managed one can gain 2 hours per day.

Session VI	Learning Objectives
Enhanced Public Speaking Skills	<ul style="list-style-type: none"> • Understand what public speaking is all about. • Understand the basics of public speaking. • Understand some tips in public speaking.

UNIT VIII: CONFLICT MANAGEMENT IN FARMERS' GROUPS AND COOPERATIVES

Session I	Learning Objectives
Understanding conflict	<ul style="list-style-type: none"> • Explain what conflict is • Distinguish between destructive and constructive conflict <p>Explain the importance of managing conflict</p>

Session II	Learning Objectives
Sources of conflict	<ul style="list-style-type: none"> • Identify sources of possible conflict in their farmers' group/ cooperative.

Session III	Learning Objectives
Conflict analysis	<ul style="list-style-type: none"> • Understand the importance of managing conflict • Analyse conflict to identify the causes and effects relationships

Session IV	Learning Objectives
Resolving conflict	<ul style="list-style-type: none"> • Be acquainted with steps of resolving conflict

ADULT LEARNING PRINCIPLES

1. The adult participant is a partner in learning experience and should be encouraged and given the opportunity to influence the learning.
2. Adults, such as leaders of farmers' groups and cooperatives, are very capable of taking responsibility for their own learning. Self-directed learning activities should be encouraged throughout the training sessions.
3. Learning is enhanced when two-way communication takes place. Therefore, avoid too many lecture sessions. Encourage a free exchange of ideas and insights among participants and between participants and the trainer (s).
4. Adults will learn from reflecting on their own and other people's experiences. The use of interactive activities such as case studies, role playing and group activities will encourage reflection and learning.
5. What is perceived to be useful in everyday work situations will be learned; what is perceived to have little reference to work or life situations will tend to be dismissed. It is therefore important that the trainer (s) highlights the relevance of the sessions to the work and personal life situations of the participants.
6. People expect to be treated with respect and learn best when they perceive that they are being respected. Trainers should demonstrate the respect that they have towards the participants. Respect for each other's views even if different should be encouraged.
7. Adults are more set in their ways than children. Fixed points of view are often a barrier to new learning, so do not forget the necessity for 'unlearning'. Personal feedback activities and opportunities for experimentation will enhance 'unlearning'.
8. Recapitulation and linking different sessions and units will help effective learning. Regular 'review' and 'recapitulation' of the previous lessons will also help ensure that interest is maintained.

TIPS FOR RECAPITULATION

a. Quiz

Divide the participants into smaller groups (*if there are some very vocal participants, put them in one group; if there are some very shy participants, put them in one group*). Let each group take turns in asking a question related to the previous day's sessions. In case a group fails to answer the question, the opportunity to answer may be given to the next in turn group. The groups take turns to ask questions. Depending on the time, the quiz sessions can be adjusted. Appropriate scoring can be provided.

b. Group presentations

Divide the participants into smaller groups (*if there are some very vocal participants, put them in one group; if there are some very shy participants, put them in one group*). Ask each group to take turns in recapitulating the lessons learned of the previous day's sessions. Each group can take up the recap role for a day.

c. Musical chair

Prepare several questions pertaining to the sessions from the previous day. Have each of the questions rolled onto a newsprint paper creating a ball so that when each newsprint paper is un-wrapped, a question is revealed. Have the participants stand in one complete circle. Play a lively music and let the ball pass in the circle from one participant to the other. Stop the music intermittently. At every stop, the participant who holds the ball has to un-wrap the newsprint, and needs to answer the question. This way of recap can only be used if all participants can read OR the trainer(s) explains the question to the participant.

TIPS FOR ENHANCING SUCCESSFUL TRAINING OUTCOMES

Timing

Make sure that the training is not organised during important events of the communities such as tshechues, national holidays, harvesting season, and other village works. It is important to plan the training on days and times that are convenient for the targeted participants. It is suggested that the training be conducted when the targeted women participants are not too busy with their group/cooperative activities. The timing could also be scheduled in discussion with the women participants.

Venue

Arrange training venues at locations that are easily accessible to all participants. Venues that are far away discourage the participants from attending the training. Examples of suitable venues are non-formal education centres, Dzongkhag Yargay Tshogdue conference halls, halls of the veterinary hospitals and a large village house.

Tips for arranging the training hall:

Consider organising the hall with chairs arranged in a U shape. Do not have tables in front of the chairs to make space for group work. Have adequate space between the board and the participants for the trainer to move freely. Consider to use the walls to display the materials. However, make sure that the materials displayed do not destroy the walls.

Right number

A good number for the training is about 20 participants. A larger number would hinder quality participation while too small a number would deprive exchange of views and ideas.

Right participants

Ensure that most relevant participants attend the training. Relevant participants for the training should be identified well in advance and intimated for participation in the training. As mentioned earlier, the target participants for this training are women chairpersons, secretaries, treasurers, selected female members who have the potential to become leaders, and, extension agents for the concerned farmers' groups and cooperatives.

Language of the training

Trainings conducted in local dialects have greater impact. It is therefore important to have trainers who can communicate in the local dialects of the participants.

Setting the tone

It is essential to establish a positive atmosphere at the beginning of the training. As a trainer (s), it is important to emphasize on the importance of respecting the differences in views and opinions of the participants. Furthermore, it is good to try and promote a feeling of friendliness and fun among the participants. Introductions, icebreakers and tone setting are useful for supporting a safe and open learning environment. The exercise “Getting to know each other” is particularly useful to start off the training sessions and setting a good learning environment.

Contextualize

This training package has a wide target group – women from all gewogs. Thus, it is imperative for the trainer (s) to take some time to localise the training activities to better suit the particular farmers’ groups/cooperatives and the place/region. This may mean leaving something out if it reinforces existing gender stereotypes or changing a storyline or situation to be more realistic and relevant for the women participants. As an expert on the local context, it is important for the trainer (s) to use their expertise to enhance the learning experience for the participants by using images and telling stories of local and national Bhutanese women leaders (such as Lyonpo Dorji Choden, the first female minister; Aum Namgay Pelden, the first female gup; Aum Chimi Peden, head of Tarayana; Aum Damchoe, lead entrepreneur; Ms. Namgay Zam, lead BBS reporter; Dasho Nawang Pem, the first female dzongda; Dasho Neten Zangmo, the first female commissioner for the Anti-corruption commission; Dasho Gaki, the first female red scarf recipient; Dasho Tashi Chenzom, the first female supreme court judge, Aum Pema Choden and Aum Kunzang C Namgyel, the first female ambassadress) for inspiring and motivating the female participants. The list and pictures of these Bhutanese women leaders are annexed to this manual. (Annex 1)

Prepare

The manual may not be enough to enable you to answer questions that may arise during the training. As part of your preparation for the training do some research on the various topics and ensure that you feel confident in your ability to answer participants’ potential questions.

Challenges

One foreseen challenge for the trainer (s) is the presence of women participants with various educational backgrounds which requires the trainer (s) to be sensitive and flexible. The trainer (s) needs to take time to guide the women participants throughout the three days' sessions.

Inclusive participation

Encourage women of different ages to participate in the training to strike a good balance. For example, young women who are members of farmers' groups and cooperatives who are not yet leaders but have the potential to become leaders should especially be encouraged to participate. Also during the training sessions, it is important to note that even amongst women, there would be some very vocal and there would be some silent ones. Therefore, the silent participants should be encouraged to speak up.

Tips to encourage participation:

- a. Silent participants may speak up in smaller groups. Therefore, all the silent participants may be grouped into one working group, while all the vocal ones are in another group.
- b. Separate groups of vocal women and silent women may also be considered to make silent women group to speak up.
- c. Ask every participant to write out their thoughts onto a card and have them speak from the card. This would only be possible if all the participants are literate.
- d. In order to give an equal chance to every participant to speak up, an equal number of sticks can be given to the participants at the beginning of the training. Each time a participant wants to speak, she will surrender one of her sticks to the facilitator. By the end of the training, all participants should have surrendered all their sticks to the facilitator. This will encourage the more silent participants to speak up and will refrain the more vocal participants from speaking too much.

Training information

Relevant information about the training should be shared in advance with all the participants so that they know what the training is about and come prepared for the training. This would help in quality participation during the training sessions.

KEY PRINCIPLES FOR WORKING WITH WOMEN PARTICIPANTS

Respect

Have faith in women and their ability to assume leadership roles in their communities. Be mindful of the women participants' ability to overcome challenges. Give them the space and support to lead.

Consult

Ask women participants' on the different challenges that their community currently faces and make them understand that they, the women also need to find solutions to the challenges. It is important to stress that women also need to be involved in making decisions at the community level which will affect everybody's lives.

Peer and Group Learning

Women are most receptive to learning life skills from other women. Allow space for women to collaborate and learn from each other.

Openness

Be creative and open-minded. Respect and encourage women's creative problem solving.

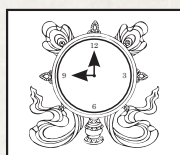
Experience

Training participants learn best by doing. Provide opportunities for experiential learning, i.e. sharing of experiences for each of the sessions. The women participants need to learn it is ok to take risks and learn from mistakes.

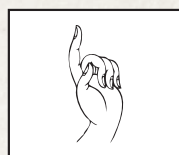
Fun

Remember to laugh and enjoy with the training participants to avoid the sessions from becoming too boring.

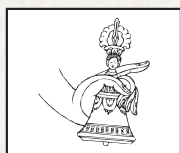
SYMBOLS IN THE MANUAL



Time



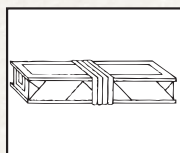
Steps



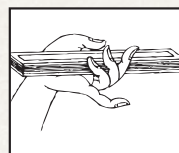
Learning objective



Key learning points



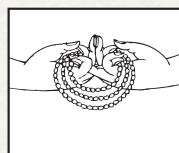
Session materials



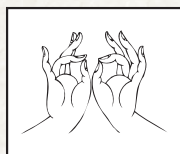
Debrief note



Trainer preparation



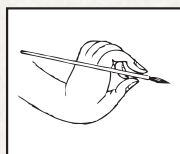
Key feature



Methodology



Expected responses



Trainer's Note



Teaching and
learning
approaches



Activity

UNIT I: INTRODUCTORY SESSION

SESSION I: GROUND RULES (TONE SETTING)



Time: 10 minutes



Session Objectives

The overall objective of the session is:

- To inform participants of the workshop's objectives
- To set a tone of openness and respect for the workshop's proceedings



Session Materials

- Meta cards
- Markers
- Masking tapes



Trainer Preparation:

Prior to running the session, the trainer should:

- Prepare the list of objectives on a slide/flip chart to be shared with the participants
- Have a sound understanding of the objectives



Methodology:

- Presentation
- Individual activity
- Plenary discussion



Steps:

- i. Trainer shares the training's objectives with the participants going through each objective one by one, with explanations.
- ii. After the presentation of the training objectives, the trainer explains to the participants that to meet the objectives and to be effective they need to agree on the ground rules for the duration of the training. Both the participants and trainer (s) can suggest rules. There must be group consensus on each rule before it is added to the list of rules. Let participants know that they can each suggest a rule, and that the group must agree to all suggestions before they are listed as rules.

- iii. Invite the participants to share their rule.
- iv. If no one suggests anything, the trainer can start by making a suggestion, such as no name calling or harsh judgments, returning from breaks on time, or respectful listening. This will break the ice and encourage greater participation.
- v. When the list is complete place it on display for the duration of the workshop.

SESSION II: GETTING TO KNOW EACH OTHER



Time: 45 minutes



Session Objectives

By the end of the session, the participants will be able:

- To acquaint with each other and with the trainer (s).
- To create a conducive, comfortable learning atmosphere.



Methodology

- Use of pictures
- Presentation
- Plenary Discussion



Session materials

- A4 paper
- Marker pens
- Masking tapes



Steps

- i. After going through the objectives and setting the ground rules, the participants will be informed of the need to introduce themselves to the other participants.
- ii. Inform the participants that the introductory session will be done through the use of pictures which entail drawing a small self-portrait using the A4 paper and the marker pen.
- iii. Further, besides the portrait inform them to draw three things that are closest to their heart or three things that they like most in life besides their family members and friends. Additionally, they will also be asked to draw one thing that they dislike most in life.
- iv. Inform the participants that they will be given one to two minutes each to introduce to the rest of the participants through what they have drawn on the paper. Each participant will take turns to come up in the front and introduce to the rest through the drawing from the A4 paper.

- v. Distribute an A4 paper and a marker pen each to all the participants and inform them to start with the task.
- vi. The time allotted for drawing self-pictures will be three minutes each.
- vii. The trainer (s) will also introduce herself/ himself using the same method. S/he may start off with the introduction.
- viii. The pictures can be put up on the wall after every introduction is over for the entire training duration.

SESSION III: WHO AM I?



Time: 30 minutes



Session Objectives

By the end of the session, the participants will be able to:

- Understand the bigger role in life and what we desire most.
- Understand the visioning capacity of a good leader and to leave behind a good legacy.



Methodology

- Individual work
- Discussion in plenary



Session materials

- Meta cards
- Markers
- Power Point presentation



Key learning points

- It is important to evaluate oneself in the context of one's family, community and the society at large.
- Understanding the bigger role in life brings us closer to fulfilling them.
- We should not only know just how and what to do but also why it's important to do those things.
- It is important to get a holistic perspective on our dreams and aspirations, not just view them in parts.
- We should be able to see a bigger vision and understand visioning as one important quality of a leader.



Steps

- i. Start the session by using the anecdote of the onion. Tell the participants that just like the onion each individual is made up of layers. To better understand oneself, one has to try and remove the layers one by one till one reaches the inner core. Only by removing the layers can we analyze our true inner self, the real person that we are.
- ii. Tell the participants that being lost in our daily activities, we often fail to analyse ourselves which is important if we are to fulfil our dreams and reach the aims and goals that we have set for ourselves.
- iii. Then use the anecdote of the three stone cutters.
- iv. Ask questions such as: With which stone cutter do you relate yourself with?
- v. Get their responses and reasons why they relate with any of the stone cutters.
- vi. The responses may be written on the flipchart.
- vii. Tell the participants that all of us should try and associate with the third stone cutter. The reasons for aligning their thoughts with the third stone cutter should be related to the participants using the slide below titled "A Key Leadership Quality: Seeing the bigger picture." This slide points out the need for looking beyond fulfilling the immediate needs and thinking of the future.
- viii. Tell them that looking into the future-visioning is also one important good leadership quality.



Debrief note

The anecdote of the three stone cutters symbolizes the visioning power of each stone cutter. The different response to the question on "What is it that you are doing?" by the stone cutters symbolizes their inner thoughts, dreams and aspirations. The three responses are:

- i. "I am earning a living," implies that "she" is working to meet her basic daily necessities.
- ii. "I am trying to become the best stone cutter in the country," implies that "she" is working to be recognized as some body in the whole country.
- iii. "I am building a grand monument," implies that "she" is working for the benefit of society.
- iv. To get a clear picture the slides given below can be referred to by the trainer (s).

The First Stonecutter



A man came across 3 stonecutters and asked them what they were doing. The first replied, "I am earning a living."

The Second Stonecutter



The second kept on hammering while he said, "I am doing the best job of stone-cutting in the entire country."

The Third Stonecutter



The third looked up with a visionary gleam in his eye and said, "I am building a grand monument."

Reflect on the 3 Stone Cutter

What is the meaning of this story for us at this moment?

Which stone cutter would you strive to become?

Why and how do we strive to create stonecutters of the third sort?



A key leadership quality - Seeing the bigger picture.



SESSION IV: SELF-ESTEEM THROUGH THE USE OF SWOT



Time: 30 minutes



Session Objectives

By the end of the session, the participants will be able to:

- Analyse their individual strengths and weaknesses, threats and opportunities.
- Use their strengths to their own advantage and think of ways and means to overcome their weaknesses.
- Understand that one is most likely to succeed in life using one's talents to the fullest extent.



Methodology

- Individual/team/group work
- Discussion in plenary
- Presentation



Trainer preparation

Prior to running the session, the trainer should:

- Prepare flip charts for the SWOT analysis



Session materials

- Flip charts
- Markers
- Power Point presentation



Key learning points

- Importance of evaluating self in the context of one's family, community and the society at large;
- Having a positive self-esteem gives us the strength and the flexibility to take charge of our lives and grow from our mistakes without the fear of rejection.



Steps

- i. On a flip chart write down the following: Things that I can do/perform and carry out (STRENGTHS); Things I cannot do/perform or carry out (WEAKNESSES). Things/people that support me in doing the things that I can do in the community (OPPORTUNITIES);

Things/people that constrain me from doing the things that I can do in the community & reasons why I cannot do certain things in the community (THREATS). Under things that they can do, the participants may write down their skills and knowledge such as weaving, cooking, read and writing etc. Under things they can't they may write down things such as can't speak in the public meetings and forums, can't read and write etc. Under opportunities they may write down things such as, equal opportunities for education, more training opportunities for women, friendly laws and regulations etc. For those participants who cannot read and write, this activity Under threats they may write down things such as tradition and culture where women are considered unequal to men, the mental set up in the society that women cannot assume leadership roles etc. For the benefit of those participants who cannot read and write, this activity can be done in pairs (a pair of one woman who can read and write with one who cannot read and write).

- ii. After that, tell the participants/pairs to copy down the four statements in their work book and against each statement write down what they can do, they can't do, opportunities that they see outside, and the threats from outside. The statements should be based individually. Give the participants about ten minutes to carry out the activity.
- iii. Once they are done filling in the statement, let any participant volunteer and share what she has written with the rest.
- iv. After hearing from one or two participants, give reasons on why it's important to know our own self-esteem and how it can affect our lives.
- v. Having found out their strengths, weaknesses, threats and opportunities, ask the participants individually/in pairs to think of a pledge to take up further after the training. The pledge could be from the weaknesses that they have been able to identify which could be turned into strengths.
- vi. Let them/pairs write down the pledge onto a sheet of paper which the trainer (s) may collect afterwards.



Debrief note:

The de-brief note can also be used as a tip by the trainer (s) on self-esteem.

- Self-esteem is the basis of checking self-confidence and improving ones sense of self-worth. Self-evaluation is important to assess what we know, what we do not know and what we would like to know. Through the SWOT analysis we begin to recognize our own strengths and weaknesses, and will be able to set goals that we feel we can attain.
- The following characterizes a woman with a high level of self-esteem:
- She will believe in her values and principles, and can defend them even at times of opposition.
- She will be able to act according to what she thinks to be the best choice, trusting her judgment, and not feeling guilty when others don't like her choice.
- She will not lose time worrying excessively about what happened in the past, nor about what could happen in the future. She learns from the past and plan for the future, but lives in the present intensely.

- She will fully trust her capacity to solve problems not hesitating after failures and difficulties. She asks others for help when she needs it.
- She considers herself equal in dignity to others, rather than inferior or superior, while accepting differences in certain talents, personal prestige or financial standing.
- She will resist manipulation; collaborate with others only if it seems appropriate and convenient.
- She is able to enjoy a great variety of activities.
- She is sensitive to feelings and needs of others.
- She will work toward finding solutions and voice discontent without belittling herself or others when challenges arise.

UNIT II: GENDER IN FARMERS' GROUPS AND COOPERATIVES

SESSION I : GENDER SITUATION IN BHUTAN



Time: 30 minutes



Session Objectives

By the end of this session, the participants will be able to:

- Understand the existence of gender differences in Bhutan.
- Be aware of the various policies, laws and regulations that are in force to narrow the gender gaps (with particular reference to the Cooperative (Amendment) Act of Bhutan, 2009).
- Be aware of the various institutions and organizations that are in place for the empowerment of women.
- Understand the need to empower women in every aspect including assuming leadership roles in the communities including in the farmers' groups and cooperatives.



Methodology

- Discussion in plenary
- Individual responses



Trainer preparation

Prior to running the session, the trainer should:

- Be well aware of the current gender gaps in Bhutan
- Be well aware of the existing policies that are currently in place in Bhutan for women's empowerment
- Be well aware of the various institutions that are existing in Bhutan working on women's empowerment



Session materials

- Flip charts
- Markers



Key learning points

- Women continue to lag behind in Bhutan in important areas such as politics and decision making, economy and tertiary education.
- Women need to participate and assume leadership roles in their groups and cooperatives and in their communities.
- Cultural stigma and traditional role of men and women in the society inhibits women from taking up leadership roles.
- Changing the mind set of both men and women in Bhutan is important to narrow the existing gender gaps.



Steps

- i. The facilitator can start off the session by asking the following questions to the participants:
 - a. Do you think there are differences in women and men in Bhutan? If yes, what do you think they are? If not, are you aware of the following (the notes in the expected response can be used to prompt the discussion):



Expected responses

- There are more men in the offices and in the government
- Less women leaders
- Less women graduates, etc
- b. What do you think are the different roles of women and men in Bhutan?



Expected responses

- Women have to do household work
- Men talk to government officials
- Women take care of children and the elderly
- Men work as wage labourers, etc
- ii. Record the responses on a flip chart.
- iii. Tell them that gender gaps do exist in many important areas including employment and higher education; in the executive leadership composition of their own farmers' groups and cooperatives and in their local governance bodies such as at the Dzongkhag Tshogdu and Gewog Tshogdu levels as well.
- iv. Present the following key features of gender situation in Bhutan and the various gender gaps that exist in Bhutan and the policies, laws and regulations being framed to support women and to narrow the gap between males and females.



Key feature of gender situation in Bhutan

- Generally, Bhutan is regarded as having a high level of gender equality in comparison to countries in South Asia. Bhutan comes in second, after Sri Lanka, on the Social Institutions and Gender Index (SIGI).
- Absence of overt forms of gender discrimination
- There is the political commitment from the Government
- The Constitution of Bhutan proclaims it a responsibility of the State to take measures to eliminate gender-based discrimination
- Achieving gender equality is fundamental, not only as a human rights concern, but also for the sake of social and economic development
- Bhutan is also party country adhering to international legalities like the CEDAW (UN Convention on the Elimination of All Forms of Discrimination Against Women) and global conference documents from Beijing, Copenhagen and Cairo), all of which establish gender equality as a fundamental principle.
- Bhutan is also obliged to fulfill these commitments, especially as many basic democratic principles articulated here reflect most states' own constitutions.
- Article 7 of Constitution of the Kingdom of Bhutan guarantees equality before the law and protection from discrimination on the grounds of sex. Article 9 of the Constitution provides further protection of women's rights providing that the "State shall endeavour to take appropriate measures to eliminate all forms of discrimination and exploitation against women including trafficking, prostitution, abuse, violence, harassment and intimidation at work in both public and private spheres. Bhutan signed the CEDAW in 1980.
- There is in place a competent National Plan of Action for Gender (NPAG 2008-2013)
- There are a number of state and non-state actors engaged in promoting gender equality
- Socio-cultural perceptions generally hold women as less confident, less capable and having lower status
- Low representation of women in governance/public decision-making forums
- Gender disparities in higher education, technical and vocational institutes
- Gender disparities in employment situation, with more pronounced unemployment rate for women.

Gender



Gender equity more particularly refers to ensuring fairness in process and equality in outcomes for both women and men, thereby recognising and taking into account their differences.

One of the seven cooperative principles is that *cooperatives are open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, political or religious discrimination*. This cooperative principle is mentioned in the Cooperative (Amendment) Act of Bhutan, 2009. Moreover, the overall principle of non-discrimination is enshrined in the Constitution of Bhutan.

Inclusion and gender equity

- Principle of non-discrimination (see Article 7 Section 15 and Article 9 Sections 3 and 17 of the Constitution)
- Open membership; individual basis
- Balanced representation of women and men among the Executive Committee (EC)/Board of Directors (BoD)
– So far a challenge!
- Women-only farmers' groups/cooperatives (FGs/Coops)
– can be used as model to promote women's engagement in the cooperative sector

So, it is important to ensure that membership to farmers' groups/cooperatives cannot be refused on grounds such as sex, educational status, social background, economic status, ethnicity, etc.

Open membership is a principle that is based on an ideal. The principle suggests that there may be no artificial barriers for

admission of new members. However, there may be certain limitations to this principle, which are not discriminatory in nature but justifiable e.g. limited capacity of a processing plant; need to be a resident in the cooperative's area of operation, which is something that will also contribute to group cohesion.

Membership of a farmers' group/cooperative should be open to anyone who fulfills **objectively verifiable criteria that are not discriminatory in nature** as set in the Law (Cooperative Act of Bhutan and Rules and Regulations) and the by-laws of the group/cooperative.

Membership on an individual versus household basis: we need to be aware that the basis set

for membership can have a repercussion in terms of gender. For example, in India, cooperatives remained male dominated with many women excluded from participation (although contributing to the enterprise) because membership was often household-based, and thus limited to the male head of the household. However, the picture is changing now with the establishment of women-only cooperatives.

Although this may contradict the principle of open membership, women-only cooperatives can be used as a model to promote women's engagement in the cooperative sector if needed (depending on the context, in case an existing gender imbalance in the sector would justify such strategy). In any cases, appropriate ways need to be found so as to encourage women's participation in farmers' groups and cooperatives. This is especially true for farmers' groups and agricultural cooperatives since women represent 53% of people employed in the agricultural and forestry sector, and 72% of the women employed are working in the agricultural and forestry sector.¹

In Bhutan, the low representation of women in the Executive Committee/Board of Directors of farmers' groups/cooperatives represents a challenge, which will need to be addressed through appropriate strategies.

Another cooperative principle is that while focusing on member needs, *cooperatives work for the sustainable development of their communities through policies accepted by their members.*

Cooperatives have a social obligation towards their communities. Sustainable development can only be achieved through policies that are inclusive and equitable. It is important to encourage farmers' groups and cooperatives to include for example pro-poor provisions in their by-laws.

Inclusion and gender equity (Cont'd.)

- Social obligation; FGs and Coops to provide social benefits and/or facilities to their members (e.g. self-help provisions such as welfare fund, loan system) and to the poor and/or disadvantaged in their communities
- Equitable access to resources and equitable sharing of benefits among members – So far not very clear on 'equitable'

Some examples of pro-poor provisions are provided in next slides.

There is often confusion between equality and equity. This is also true in farmers' groups and cooperatives, especially with regard to access to resources and sharing of benefits.

In many groups, the need for equitable sharing of benefits is not yet well understood. An assessment on leadership capacity gaps in farmers' groups in Eastern Bhutan that was conducted in 2010 found that the benefit sharing model represents one source of potential conflict. For farmers' groups that did have a benefit sharing mechanism in place, it was found that the mechanism was often faulty. Because the mechanism is equal sharing as opposed to sharing proportionate to the economic participation of the members, it may act as a disincentive to the most economically active member, which in turn may lead to conflict.

Equitable sharing of benefits in cooperatives means that surplus revenue (profits) are returned to the members based on their contribution to the surplus, i.e. in proportion to how much business each of them transacted with the cooperative in one given year. For example, the members of an agricultural marketing cooperative who deliver more crops will get a higher 'patronage refund' (portion of the surplus revenue) than those who deliver less.

But equity also means for example giving special consideration to members who tend to be

more at a disadvantage e.g. physically challenged, woman heading the household, member with no labour within the household, etc.

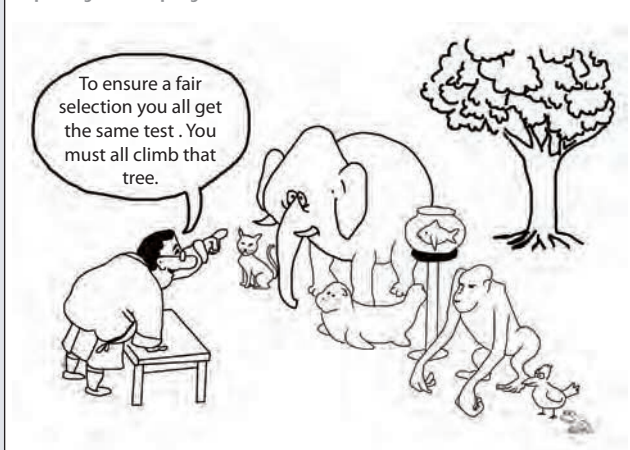
The Cooperative (Amendment) Act of Bhutan, 2009, states that *“The governance of co-operative shall aim at improving the quality of life of members and communities.”* (Article 13).

Illustration of what equity means versus equality.

The two terms are related but there is a fundamental difference between the two. Equality is about giving equal treatment and equal rights.

Equity is about justice/fairness in process and **equality in outcome**. This requires that we take into account the differences and characteristics that exist between individuals and groups. It is the recognition of diversity, and about removing barriers so that people (women and men of all ages, economic status, educational background, etc) can effectively access equal opportunities and enjoy services that are provided.

Equality vs. equity



In the cartoon, all animals are given the same test (equal treatment). But is it fair to ask the fish for example to climb the tree?



Debrief note

It is important for the trainer (s) to talk about the importance for both women and men in both rural and urban areas in Bhutan to be aware and to understand the existing gender situation in Bhutan and the gender gaps especially in the important areas such as politics and decision making (both at the central but also at the local levels including at the farmers' groups and cooperatives level); economy (more men in the civil service and more women working in the informal sector which is classified as "vulnerable employment" with no or very little protection schemes); and tertiary education (with more men/boys graduating with an undergrad degree). Additionally, it is very crucial that both men and women in Bhutan including in the rural areas do not reinforce existing gender stereotypes such as women are less confident than men, women have to take care of children and do all household work, women cannot be good leaders, etc.

SESSION II GENDER SITUATION IN FARMERS' GROUPS AND COOPERATIVES



Time: 30 minutes



Session Objectives

By the end of this session, the participants will be able to:

- Understand the current lack and reasons for having very few women leaders in farmers' groups and cooperatives.
- Understand the need to have women leaders in the farmers' groups and cooperatives.
- Explore ways to encourage women members coming forward to take up leadership positions.



Methodology

- Discussion in plenary
- Individual responses



Trainer preparation

Prior to running the session, the trainer should:

- Be well aware on the current gender situation in the farmers' groups and cooperatives that have members participating in the training



Session materials

- Flip charts
- Markers



Key learning points

- Women make up more than half of the membership base of the farmers' groups and cooperatives.
- Very minimal women representation in the executive committee members of farmers' groups and cooperatives.
- Ask the participants what the farmers' groups and cooperatives can do about narrowing the existing gender gaps.



Steps

- i. The facilitator can start off the session by presenting the current scenario of the total

number of the total women members and the number of women leaders in each of the group/cooperative that the participants represent

- ii. Ask the participants the reasons for very few/no women leaders in their respective group/cooperative. Give all participants a chance to give at least one reason each.



Expected responses

- a. Men seen as being more capable than women
- b. Men being more educated than the women
- c. Women bogged down with their household work
- d. Women not voting for women candidates, etc
- iii. Record their responses on a flip chart and discuss on how each of the above reasons/ challenges can be overcome.
- iv. Discuss how the group/cooperative can support existing women leaders/potential women leaders in overcoming the above challenges faced by women members. For example, making both the men and women members of the group/cooperative see the importance of having both women and men in decision making; sensitising the local leaders on the need of women leadership; sensitising men in the community on taking up responsibility for household work; valuing both the qualities of women and men; education should not be the only criteria for becoming a leader but rather one of the criterion in addition to commitment, interest etc

UNIT III: UNDERSTANDING FARMERS' GROUPS AND COOPERATIVES

(INTRODUCTION, SCOPING AND BENEFITS)



Time: (90 minutes)



Session Objectives

On successful completion of the unit, the participants should be able to:

- Define a farmers' group and a cooperative
- Be familiar with the cooperative principles and understand core ideas: voluntary nature and autonomy
- Illustrate the benefits of forming a farmers' group and a cooperative



Session materials

- Flip charts
- Markers
- Metacards
- Long pieces of paper (3 inches X 2 feet) one for each participant



Trainer preparation

Prior to running the session, the trainer should:

- Prepare flip charts for definitions, cooperative principles and values, and benefits on forming groups
- Have a very good understanding of the cooperative principles
- Review the teaching notes and participants' materials
- Ensure that all materials required for the session are available



Teaching and learning approaches

- Presentation
- Individual Activity
- Plenary discussion
- Group work
- Brainstorming

SESSION I: UNDERSTANDING FARMERS' GROUPS AND COOPERATIVES



Session objectives

By the end of the session, the participants should be able to:

- Define a farmers' group and a cooperative
- Be familiar with the cooperative principles
- Understand core ideas of the cooperative principles: voluntary nature and autonomy



Methodology

- Brainstorming
- Presentation
- Plenary discussion



Steps

- i. Ask the participants: what is a farmers' group and what is a cooperative?



Expected responses

- Collection of individuals
- Have common purpose
- From same village
- Have many members
- Etc.
- ii. Record the responses on the flipchart
- iii. Present the definitions of a farmers' group and a cooperative as defined by the FAO and the Cooperatives Act of the Kingdom of Bhutan.

Definitions of a Farmers' group and a Cooperative

"A farmers' group is a local level, informal, voluntary and self governing association of small farmers formed for a specific purpose at a specific place and who share a common interest. It is created and financed by individual members to provide them with services and benefits that help improve their economic and social conditions." (FAO)

"Farmers' group means a group of not less than three members deriving economic benefits from one or more economic enterprises related to Renewable Natural Resource Sector." The Cooperatives Act of Bhutan, 2009

"Cooperative means an association of persons united voluntarily to meet their common economic needs and aspirations through a jointly owned and effectively governed enterprise."

The Cooperatives Act of Bhutan, 2009

To remain and function as a cooperative, a cooperative shall have a minimum of fifteen members from a minimum of fifteen different households.

- iv. Check with the participants on their understanding of a farmers' group and cooperative. Highlight the key features and characteristics of a farmers' group and a cooperative.



Key features / characteristics of a farmers' group

- Membership is not less than three
- It is a voluntary association of individuals
- It is self governed
- It aims to pursue common economic interest through Renewable Natural Resource (RNR) related activity



Key features / characteristics of a cooperative

- Membership is not less than fifteen
- The first level of cooperatives is the primary cooperatives
- A number of primary cooperatives can federate to form federation of cooperatives
- Federation of cooperatives can form the union of cooperatives
- Cooperatives are not limited to pursuing RNR related goals, there can be cooperatives related to non-RNR activities
- All other key features of a farmers' group applies to a cooperative (except for the minimum membership and the specific relation to RNR)
- v. Present the seven principles of cooperatives. Ask each participant to read out one principle and share her understanding of the principle. Check if others can improve on the explanation.

Tips

In order to involve the illiterate participants so that they understand the principles of cooperatives, have the text read out by those who are able to read but ask the illiterate ones to explain.

- vi. Allow for all the seven principles to be read and explained by different participants. Facilitate to generate understanding of all the principles.

The Seven principles of cooperatives

1. Voluntary and open membership.

Co-operatives are voluntary organisations, open to all persons who are able to use their services and willing to accept the responsibilities of membership, without any discrimination (gender, social, racial, political, religious beliefs, disability etc.).

2. Effective member governance.

Co-operatives are voluntary organisations governed by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member, one vote), and co-operatives at other levels are also governed based on mutual agreements.

3. Member economic participation.

Members contribute equitably to the capital of their co-operatives. Surpluses shall be allocated in accordance with Article 25 of the Cooperatives Act.



Trainer's note

Article 25: Allocation and distribution of net surplus.

The net surplus of a co-operative shall not be construed as a profit but as excess of payment made by a member from his/her business transactions with the co-operative.

At the end of the accounting period, the net surplus shall be allocated in the following order of distribution:

- (1) Reserve fund of a minimum of thirty percent (30%);
- (2) Co-operative education and training fund (CETF) of ten percent (10%);
- (3) An optimal fund of not more than ten percent (10%);
- (4) Interest on capital and patronage refund of the remaining balance after deducting items (1), (2) and (3).

4. Autonomy and independence.

Co-operatives are autonomous, self-reliant organisations governed by the members. If they enter into agreements with other organisations, including government, or raise capital from external sources, they do so based upon mutually agreed terms that ensure effective governance by their members and maintain their cooperative autonomy.

5. Education, training and information.

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

6. Cooperation among co-operatives.

Co-operatives serve their members most effectively and strengthen the co-operative movement by working together through local, national, regional, and international associations.

7. Concern for the community.

Co-operatives work for the sustainable development of their communities through policies approved by their members.

The cooperative values are as follows⁴:

Self-help; self-responsibility; equality; equity; democracy; solidarity.

Ethical values of honesty, openness and social responsibility.

SESSION II: BENEFITS OF A FARMERS' GROUP AND A COOPERATIVE



Session Objectives

By the end of the session, the participants should be able to:

- Explain the benefits of forming a farmers' group and a cooperative



Methodology

- Individual Activity: Paper tearing exercise
- Plenary discussion
- Presentation
- Group work



Activity: Paper tearing exercise



Steps

- Ask the participants to stand in a semi circle.
- Distribute a long piece of paper each (about 3 inches x 2 feet) to every participant.
- Ask them to fold the paper into two equal halves.
- Ask them to tear the paper from the center fold. Put the two pieces together.
- Repeat the process until the paper can no longer be torn because the paper bundle is too thick to be torn.
- Ask the participants what lessons they can draw from the game.



Expected responses

The participants may struggle to draw any lessons. Some may provide varied explanations. Acknowledge the responses appropriately.

- Now ask the participants to imagine that each piece of paper is a farmer.
- Generate discussion along the following questions:
 - When was the paper easy to tear?
 - What does this mean when we imagine each piece to be a farmer? Encourage the participants to think of the farmers' situation when she is shouldering the problems

⁴The trainer (s) needs to be well versed in these values and terminology and its relation to farmers' groups and cooperatives before the training

individually. In this situation the farmer will break down. The problem can tear the individual farmer easily. But when the farmers are grouped just as the pieces of papers are grouped, the problems cannot tear the farmers easily.

Note: If needed, the trainer can also initiate discussion on whether too big a group is good to address challenges and problems. Analogy: When the paper pieces are too bulky, the hand cannot hold all of them together and hence they fall on the floor.

Benefits of a farmers' group and a cooperative



Steps

- i. Divide the participants into smaller groups of four to five (preferably members of the small group should be members from the same farmers' group or cooperative)
- ii. Ask the groups to list out "What are the benefits of forming a farmers' group or a cooperative?"
- iii. Allow the participants to present their benefits list and have some time for clarification questions and answers.
- iv. Present the benefits of forming groups on a flip chart as a complementary list to the groups' lists.

Benefits of forming groups

- Allows farmers to pool their resources and skills, and conduct business activities they could not independently perform as efficiently
- Provides farmers with access to goods and services needed
- Allows farmers to obtain a fair or efficient price
- Provides reduction of costs through economies of scale, and thus increased income
- Allows farmers to pool risks
- Allows farmers to benefit from increased market access and bargaining power for selling and buying
- Allows farmers to share information
- Allows farmers to improve product or service quality
- Allows farmers to address common issues collectively
- v. Generate discussions to enable the participants to think about the following:
 - a. Which of these benefits is your farmers' group or cooperative taking advantage of extensively?
 - b. Which of these benefits is your farmers' group or cooperative not taking advantage of? Why?
 - c. Which of these benefits can your farmers' group or cooperative prepare to take advantage?

UNIT IV: LEADERSHIP IN FARMERS' GROUPS AND COOPERATIVES



Time: (3 hours 40 minutes)



Session objectives

On successful completion of the unit, the participants should be able to:

- Understand what is leadership
- Be aware of different leadership styles
- Identify the qualities of a good leader
- Explain the roles of a leader in farmers' groups/cooperatives



Session materials

- Flip charts
- Markers
- A-3 size papers
- Metacards
- Four half filled glasses with water
- Pebbles
- A glass of water
- Sugar
- Mud
- Colour pencils or markers for drawing



Trainer preparation

Prior to running the session, the trainer should:

- Be familiar with the by-laws of the farmers' groups/cooperatives participating to the training
- Review the teaching notes and participants materials
- Ensure that all materials required for the session are available



Teaching and learning approaches

- Group work
- Debriefing
- Presentation
- Pair work
- Plenary discussion
- Individual Activity
- Demonstration

SESSION I: UNDERSTANDING LEADERSHIP



Session objectives

By the end of the session, the participants should be able to:

- Explain what is leadership
- Identify different leadership styles



Methodology

- Individual Activity: Drawing
- Presentation
- Demonstration: The leaders in the glass
- Plenary discussion
- Debriefing



Steps

- Distribute A – 3 size paper and colour pencils/markers, and ask the participants to reflect on their idea of leadership in farmers' groups and cooperatives and draw a picture of their idea of the leadership.
- Ask each participant to present their drawing.
- Debrief the presentations by drawing common themes in the drawings. Relate to the following key points on leadership:



Key points

- Leadership is a process
- Leadership involves a common goal
- Leadership is in group context

- Leadership is about influencing
- Leadership can be learned
- Leadership is about innovating, working with creativity
- Leadership is a decision and not a position



Activity: The leaders in the glass



Steps

- Line up four transparent glasses half filled with clear water. Ask four participants to fill up each of the glass with pebbles in the first glass; water in the second glass; mud in the third glass and sugar in the fourth glass.
- Let every participant observe the effect on the water in the glass as ingredients are added.
- Generate discussion around the following questions:
 - Which of the four glasses has improved in value?
 - Which glass would you prefer to choose after the addition of the ingredients?
 - What do you think is the lesson from this activity related to leadership?
- Debrief using the following debrief note



Debrief note

The four ingredients symbolise different leaders and their impact on the farmers' group or cooperative.

In the first glass, just as the pebbles did not mingle with the water, the leader does not mingle with the group. She is full of herself and does everything according to his own wishes and ideas. Such a leader is a dominant leader. A dominant leader does not consult her members.

In the second glass, the water is lost in the water already present in the glass. The water does not bring in any substantial changes in the glass. Just as the water, which is simply lost in the glass, such leaders do nothing. They do not bring about any changes in the group. Such leaders are dummy leaders (namesake leaders).

In the third glass, the water becomes muddy. What is initially drinkable is now no more drinkable. Just as the mud, which spoils the water in the glass, this leader spoils the group. The leader causes a lot of problems and conflicts within the group. Such a leader is an anarchic leader.

In the fourth glass, the water becomes sweet due to the addition of sugar. The water changes in value by becoming sweet. The sugar has mingled with the water in the glass and has enhanced its value. Just as the sugar has added value and sweetened the water, this leader adds value to the group by mixing amicably and resulting in better group performance.

- Allow the participants to reflect on what kind of glass they are in? What kind of farmers' group or cooperative have they created; is it pebble, water, sugar or mud?

- vi. Without compelling or obliging the participants to share their reflection, ask if there are any volunteers who would like to share their reflections. Otherwise close the session by highlighting the importance of being the leader who is like a sugar in the farmers' group or cooperative.

SESSION II: QUALITIES OF A GOOD LEADER



Session objectives

By the end of the session, the participants should be able to:

- Identify qualities of a good leader with an emphasis on the skill sets of good women leaders
- Understand the importance of the qualities inherent in women that would be useful for the group/cooperative
- Understand the importance of good leadership
- Discuss how these qualities can be practiced in their farmers' group/cooperative context



Methodology

- Presentation
- Plenary discussion
- Group work
- Debriefing



Steps



Activity: The leader from the hell and the leader from the heaven

- i. Tell the participants that we are going to draw up some qualities of a leader from the heaven and some qualities of a leader from the hell.
- ii. Divide the participants into smaller groups of four to five members ensuring that we have an even number of groups (e.g. we have four smaller groups).
- iii. Ask half of the smaller groups (e.g. two smaller groups) to reflect on good leadership in their respective group and generate a list of qualities that make somebody a good leader. These lists are the leader from the heaven.
- iv. Similarly, the remaining half of the smaller groups (e.g. the other two smaller groups) will reflect on bad leadership in their respective group and list out qualities that make somebody a bad leader. These lists are the leader from the hell.
- v. Allow the groups to present their list.
- vi. Generate discussion on the lists around the following questions:

- a. Ask whether the participants find some qualities particularly challenging to uphold / practice and some particularly easy.
- b. Clarify if some qualities are confusing.
- vii. Discuss how these qualities can be applied as leaders in the farmers' group or cooperative.
- viii. Debrief using the debrief note.



Debrief note

As an addition to the qualities identified by the groups, there are four qualities that would help a leader to become effective:

a. Vision

A leader must have a vision for the farmers' group or cooperative. She must be able to visualise in what circumstances and situations the farmers' group/cooperative should be in the future. The leader should be able to explain the desired future of the farmer's group/cooperative in terms of business, what kind of impact it should have on the members and the communities, and how would the farmers' group/cooperative be managed, etc. It is important to mention to the participants that women are known for having a better/stronger visioning power than men usually thinking for the benefit of a wider group.

b. Passion

The leader must have passion (genuine interest) to serve the farmers' group/cooperative and the community. The interest should be the main motivation for working selflessly for the group. The leader should believe in achieving results for the group and be willing to serve selflessly for the benefit of the group and the community. It is important to mention to the participants that women are biologically designed to be selfless and always passionate about serving others (be it their children, family, society as a whole).

c. Decision-making skills

Leaders make decisions. Leaders in the farmers' group/cooperative should be able to make decisions in the group by engaging everybody in the decision-making process. The leader should believe in the merit of participatory decision-making. She should encourage every member to contribute to the decision-making process. The leader should use all means to create conditions that generate quality decisions that are in the interest of the whole group. These quality decisions should neither be in the interest of a few influential members nor in the interest of the leader herself. It is important to mention to the participants that women are known for making sound decisions that are beneficial to the whole society instead of benefiting only one or two persons. Women are born with the maternal instinct to think and serve the general interest instead of their own. This maternal instinct will serve very useful when making sound decisions for the benefit of the whole group/cooperative.

d. Communication skills

The leader should have the ability to communicate effectively. However, effective communication is often mistaken as being able to speak fluently. Effective communication involves primarily listening actively to others. It means encouraging others to express their views and getting others' ideas, and coordinating infusion of ideas and views into the decision-making process. Therefore, leaders should be able to build capacity and courage members to share their views and ideas. It is important to mention to the participants that women are well known for being good listeners which is also a very crucial quality of a good leader.



Trainer (s) note: During the discussion on the qualities of a good leader, it is very important that the skill sets of women being good listeners, being more careful than men when it comes to decision making, always putting others before herself, having a soft heart and thinking for the benefit and good of the whole rather than the self are very essential qualities that are needed for serving the purpose of the group/cooperative. These important skill sets that are more inherent in women may actually serve the purpose of reducing most of the issues/challenges faced by groups/cooperatives currently (such as trust issues, misuse of funds, lack of transparency and accountability) because experience and research have shown that groups/cooperatives that have women leadership have maintained proper books of accounts and are one of the most successful groups/ cooperatives in Bhutan.

SESSION III: ROLES OF A LEADER IN A FARMERS' GROUP AND A COOPERATIVE

**Session objectives**

By the end of the session, the participants should be able to:

- Explain the roles of a leader in farmers' groups/cooperatives

**Methodology**

- Presentation
- Plenary discussion
- Pair work
- Debriefing

**Steps**

- Ask the participants to pair up and discuss what are some of the roles that leaders in farmer's groups/cooperatives should play.
- Ask the pair groups to write down each role on a separate meta card.

- iii. Allow the pairs to present their cards to the plenary and place the cards on the floor for everyone to see.
- iv. Debrief on the presentations by using the leadership roles (here below)



Debrief note

Roles of a leader

The roles of a leader in farmers' groups/cooperatives can be grouped into two headings:

- a. Task / business related roles
- b. People / member related roles

Task / business related roles

Making sure that it is done well and as efficiently as possible.

Managing the task / business includes:

Managing resources, i.e.: ensuring the group earns or raises enough money, ensuring that it has the correct resources and equipments, and ensuring that all the resources are well used and their use is monitored and controlled (efficient and transparent use of resources).

Managing the work, i.e.: working out the structures and how the work will be organised, ensuring that planning happens, that tasks are allocated, that there is follow-up or reporting to ensure the work has been done, etc

People / member related roles

Making sure that all the members are motivated and satisfied so that the group can be productive.

Managing the people includes giving out work, ensuring the work is done, giving positive feedback for work well done, ensuring that people take up their responsibilities with commitment.

It is important to understand that both types of roles are important and that a leader must keep them in balance.



Trainer's note: While talking about the different roles of a good leader, it is important to mention that having a mix of women and men as leaders in a group/cooperative would ensure that both the business/task related roles and the people/member related roles would be fulfilled smoothly since women and men have different skills and characteristics.

- v. Now ask the participants if they can categorise the leadership roles that they have identified earlier into the People and Business related roles.
- vi. Let a few participants attempt to do it by shuffling the cards.
- vii. Point out that in some of the categories the roles of leaders need to be further thought of. Ask participants to add roles of leaders in each of the categories.
- viii. Ask participants to cross-check the roles and responsibilities as mentioned in the by-laws with the roles that they have identified. Provide opportunities to include additional roles as required by the by-laws.

UNIT V: GROUP DYNAMICS AND BUILDING COHESION IN FARMERS' GROUPS AND COOPERATIVES



Time: (3 hours)



Session objectives

On successful completion of the unit, the participants should be able to:

- Understand the nature of group dynamics and cohesion and the importance of nurturing good group cohesion
- Explain the conditions for successful group cohesion
- Use practical approaches and techniques to enhance group cohesion, including trust



Session materials

- Flip charts
- Markers
- Metacards
- Nylon rope ball
- Scissors
- Blindfolding cloth
- Two self-assessment forms
- Various objects to hide (e.g. keys, mobile phone, tooth brush, tooth paste, wallet, five hundred Ngultrum note, etc.)



Trainer preparation

Prior to running the session, the trainer should:

- Prepare a presentation (display) on approaches for trust management
- Review the teaching notes and participants materials
- Ensure that all materials required for the session are available



Teaching and learning approaches

- Debriefing
- Presentation
- Demonstration
- Brainstorming

- Activity
- Group work
- Plenary discussion

SESSION I: UNDERSTANDING GROUP DYNAMICS AND COHESION



Session objectives

By the end of the session, the participants should be able to:

- Explain the importance of group cohesion
- Appreciate how each member's action/inaction will affect others



Methodology

- Activity: The human web
- Demonstration
- Debriefing
- Plenary discussion



Steps



Activity: The human web

- Ask the participants to stand in a circle. Tell them that we are going to weave a human web just like a spider web.
- Take the nylon ball and have one of the participants hold one end of the string while she throws the nylon ball to any other participant. Before the nylon ball is thrown to the selected person, the participant should say one thing that she likes in that person.
- The person to whom the nylon ball is thrown should similarly hold the string and select another person in the group to throw the nylon ball at. The process should be repeated until all the participants are included in the web.
- Ask the participants to hold the string gently (Holding the string gently will make everyone feel the pull as mentioned in point v below).
- Have one of the participants pull the string. Ask if all the other participants felt the pull (All should have felt the pull). Repeat a couple of times with different participants leading to the same result.
- Ask the participants what lessons can be learned from this game.
- Debrief using the debrief note



Debrief note

In a group like a farmers' group/cooperative, every member is important. Together we can create a beautiful web. But if one of the members lets go of the string, the web will be ugly and incomplete. Similarly, if one pulls the string the others will feel the pull. What one member does will affect all others negatively or positively.

- vii. Demonstrate by cutting the web in a few places with a pair of scissors. The web will collapse. Show to the participants that when one or a few members do not participate, the web collapses or becomes ugly. Explain the similarity with a farmers' group/cooperative: when one or few members do not participate, the group does not function properly.
- viii. Generate discussion relating the lessons from the game to the actual experiences in farmers' groups/cooperatives. Discuss around the following questions:
 - a. How will the farmers' group/cooperative be affected by the actions/inaction of one or a few members? Insist on giving concrete examples in the responses of the participants.
 - b. How will the actions of the leaders affect the group both in negative and positive ways?

SESSION II: CONDITIONS FOR HEALTHY GROUP COHESION



Session objectives

By the end of the session, the participants should be able to:

- Explain the conditions for successful group cohesion
- Analyse the presence of these conditions in their farmers' group/cooperative



Methodology

- Brainstorming
- Group work
- Presentation
- Plenary discussion



Steps

- i. Relating to the earlier session, ask the participants to think of conditions that contributed to the making of a beautiful web. In other words, what were the things necessary to create that beautiful human web in the earlier game?



Expected responses

- Holding the string right.
 - Throwing the ball right.
 - Standing in good circle.
 - Quality of the nylon.
 - Selection of the person to throw the string.
 - Etc.
- ii. Record the responses on a flip chart.
 - iii. Now ask the participants to reflect on what conditions would be necessary to create good group cohesion in their farmers' group/cooperative. In other words, what are the things necessary or that need to be put in place to ensure that there is good group dynamics / harmony or cohesion.
 - iv. Divide the group into smaller groups of four to five members preferably from the same farmers' group/cooperative and let them discuss and list out the success conditions.
 - v. Allow each group to present their list to the plenary.
 - vi. Present the following success conditions for group cohesion as corroboration and validation or addition to the lists generated by the groups.

Success conditions for group cohesion

- Mutual trust
 - Effective and open communication
 - Presence of common interest of the members and common goal
 - Accountability of the office bearers
 - Participatory decision-making
 - Members benefit from farmers' group/cooperative activities (financially or in another way)
 - Proper assessment and planning (business plan, feasibility study) is done
 - Transparency in accounts
 - Strong, but participatory leadership – in particular the capability to negotiate and solve conflicts
 - Good networking with important stakeholders
 - Clear division of roles and responsibilities
- vii. Spend some time to clarify on some of the conditions.
 - viii. Distribute the self-assessment form for conditions of success for group cohesion and ask the participants to work in their earlier groups and rate their own farmers' group/cooperative.
 - ix. Discuss in plenary on the ratings of the participants especially picking up on the extreme ratings (Excellent and Very poor). Probe on the medium ratings as well.

Self-assessment form

Success conditions for group cohesion	Excellent	Good	Medium	Poor	Very poor
Mutual trust					
Effective and open communication					
Presence of common interest of the members and common goal					
Accountability of the office bearers					
Participatory decision-making					
Members benefit from farmers' group/ cooperative activities (financially or in another way)					
Proper assessment and planning (business plan, feasibility study) is done					
Transparency in accounts					
Strong, but participatory leadership – in particular the capability to negotiate and solve conflicts					
Good networking with important stakeholders					
Clear division of roles and responsibilities					
(Others)					

Tips to debrief the assessment

The reasons for particular ratings may be the following:

- Maturity of the farmers' groups/cooperatives
- Lack of skills to strengthen the success conditions
- Leaders' awareness on these success conditions
- The size of the farmers' groups/cooperatives where size of membership influences the conditions

The form should help the farmers' groups and cooperatives to become aware of their performance against each of the success conditions and explore opportunities to enhance these conditions.

SESSION III: GENERATING GROUP COHESION



Session objectives

By the end of the session, the participants should be able to:

- Be sensitive to the need to contribute to the development of group cohesion.
- Understand the importance of trust as primary success condition for group cohesion
- Be aware of some approaches to trust management



Methodology

- Presentation
- Activity: Can I trust you?
- Debriefing
- Group work
- Plenary discussion



Steps (A)



Activity: Can I trust you?

- i. Ask all participants to go out of the training facility.
- ii. Hide objects (e.g. flowers, bottles, cups, stones, etc.) in the training facility. There should be as many objects hidden as half the number of participants. Write the names of the hidden objects on separate meta cards.
- iii. Outside the training facility, divide the participants into pairs. Ask each pair group to appoint a leader and a follower. Give each pair a meta card containing the name of the hidden object the pair will need to look for.
- iv. Blind fold the “followers” and ask the leaders to guide their follower to the hidden object. The leaders should guide/lead their follower.
- v. Instruct the pair to find the hidden object from the training venue. While the object may be searched jointly, the object should be picked up by the follower only. The blind fold can be removed only when the object is found.
- vi. After all the pairs have found their object, have the participants take their seats for discussion on the activity.
- vii. Generate discussion around the following questions:
 - a. How did you (followers) feel walking towards the hidden object? What was your main concern?
 - b. What was the main concern of the leaders?
 - c. Why did you feel that way?
 - d. Did you (followers) have trust / confidence in the leader? Probe the response
 - e. Did the trust change during the entire process? Probe the response

- f. What did you do as leaders? How did you guide the followers?
- g. What were your responsibilities as leaders?
- h. What was challenging / difficult as leaders for this activity?
- viii. Debrief using the following debrief note.



Debrief note

Key points

- Trust is a primary success condition for group cohesion.
 - Trust, however, does not come easily. It must be nurtured and managed.
 - Trust comes only through building confidence in each other and proving to the other that you can be trusted.
 - Good communication is essential in building trust.
 - While trust is essential, trust should not be a blind trust.
 - Clarity of the goal and communicating the goal clearly can enhance levels of trust.
- ix. Ask participants to think of a person they trust and list the reasons why they trust that person and what the person does to create that trust. Let some of them share their views.
 - x. Ask participants to reflect on how trust can be enhanced in their farmers' group/cooperative. Let some of them share their views.



Steps (B)

Creating and Nurturing Trust

- i. Tell the participants that we will now look at how we can actually create and build trust in our farmers' group/cooperative.
- ii. Divide the participants into smaller groups of four to five members preferably from the same farmers' group/cooperative.
- iii. Administer the self-assessment form of trust in "My farmers' group/cooperative."

Self-assessment form

Factors	Yes	No
Do the members candidly and willingly share their views?		
Are farmers' group/cooperative meetings interesting and attended with excitement?		
Do the members reach decisions with ease and be satisfied with it?		
Do the members share their limitations and concerns with each other?		
Do the members share their needs with each other?		
Do the members forgo their self-interest for the good of the group?		

If you answered “no” to most of these questions, it indicates a problem of trust in your farmers’ group/cooperative.

- iv. Debrief on the self-assessment results by highlighting the following points:
 - a. The assessment is in no way scientific but can be good enough as an indicator to assess the quality and level of trust in the group.
 - b. Irrespective of the ratings and score, one of the most important responsibilities of the leadership in a farmers’ group/cooperative is to create and nurture trust in the group.
- v. Present the following approaches for trust management in the group. Allow the participants to interject, remark, share their experiences and opinions throughout your presentation.

Approaches for trust management

Problem	Problem description	Approach (leadership actions)
Lack of trust	This takes place when members are hesitant to open up to one another and are not open about their oversights, weak points, or needs for help. Without a certain comfort level among members, trust is impossible.	<ul style="list-style-type: none"> • Spend considerable time in face-to-face meetings and in social settings to understand each other’s views and to get to know each other better.
Lack of loyalty	Without loyalty, members will not commit to decisions, creating an atmosphere where doubt prevails.	<ul style="list-style-type: none"> • Evaluate commitments at the end of each meeting to make certain all members are allied. • Even if there are disagreements, ensure that the members understand and are committed to the decision.
Lack of accountability	When members don’t commit to an understandable plan of action, even the most alert and motivated individuals think twice about working together. When members do not have access to adequate information, it’s difficult to be responsible.	<ul style="list-style-type: none"> • Make the goal and activities clear and outline the responsibilities of every member. • Maintain proper records and make them accessible to the members.
Lack of result	Team members tend to put their own needs (ego, self success, acknowledgment, etc.) ahead of the group goals.	<ul style="list-style-type: none"> • Keep the members focused on concrete group goals. • Reward individuals based on group goals and shared success.

Tips for presenting the approaches to trust management:

- a. Handle one problem at a time. At the end of the presentation on each problem, generate discussion to affirm their prior experiences or take stock of the challenges in addressing the particular problem.
- b. Before telling the approaches for managing the problem, it would be better to ask what the experience of the participants is in addressing this particular problem. This provides opportunity to affirm their actions or present suggestions for making necessary corrections in their present actions.
- c. While presenting the problems, generate discussion around the signs of such problem in their respective farmers' group or cooperative.
- d. Check with the participants how relevant the suggested approaches are for addressing the problems.

UNIT VI: PARTICIPATORY DECISION-MAKING IN FARMERS' GROUPS AND COOPERATIVES



Time: (3 hours)



Session objectives

On successful completion of the unit, the participants should be able to:

- Understand the nature and explain the benefits of participatory decision-making process
- Understand the importance of including both female and male views in decision making



Session materials

- Flip charts
- Markers
- Meta cards
- Cup with a handle
- Image or poster for activity “The demon in the village”



Trainer preparation

Prior to running the session, the trainer should:

- Review the teaching notes and participants materials
- Ensure that all materials required for the session are available



Teaching and learning approaches

- Debriefing
- Plenary discussion
- Individual and group activity
- Presentation
- Brainstorming
- Demonstration

SESSION I: UNDERSTANDING DECISION-MAKING PROCESS



Session objectives

By the end of the session, the participants should be able to:

- Explain decision-making process



Methodology

- Brainstorming
- Plenary discussion



Steps

- Ask the participants how decisions are made in their farmers' group/cooperative



Expected responses

- Consensus
 - Together
 - Through deliberations
 - Involving all members
 - Voting
- Write down the responses on a flip chart.
 - Allow participants to explain some of the pertinent responses that they have provided. Ask a few to elaborate on the process of decision-making.
 - Ask the participants what is the most important thing that they take care of in the decision-making process? Example: are they concerned about the time taken to take decisions; involvement of all concerned; the quality of decisions; hearing both female and male views etc.
 - Discuss the advantages and disadvantages of the above concerns.
 - If the decisions are made by one or few individuals, the time taken to decide will be faster. But this can affect the implementation of the decisions as some people may not understand or agree with the decisions made.
 - If the decisions are taken in the group, the time taken may be longer but people may own up the decisions and therefore the implementation may be faster.
 - If the decisions are made only by the men members or men executive members, the decision might have negative consequences for the women members of the group/cooperative.
 - Ask the participants if they can think of any other advantages and disadvantages. Spend some time to discuss in plenary.

SESSION II: IMPORTANCE OF PARTICIPATORY DECISION-MAKING



Session objectives

By the end of the session, the participants should be able to:

- Understand the importance of participatory decision-making in farmers' groups/cooperatives
- Understand the importance of involving both women and men in decision making



Methodology

- Demonstration: The cup with many handles
- Plenary discussion
- Debriefing



Steps

Demonstration: The cup with many handles

- i. Ask the participants to sit cross legged on the floor in one complete circle.
- ii. Have a cup placed in the center of the circle.
- iii. Ask the participants on which side the cup handle is fixed.



Expected responses

- Left
 - Right
 - Front
 - Back
- iv. Have all the participants explain their perspective of the position of the cup handle.
 - v. Generate discussion on why there are different perspectives on the position of the cup handle.
 - vi. Ask the participants if they find the people whom they work with in the farmers' group/cooperative thinking differently.
 - vii. How do they think of the people thinking differently?
 - viii. Debrief the discussion using the following key points:



Key points

In fact, it is good in the decision-making process that people think differently. There is no right or wrong perspectives. It is important to understand how others think because it allows the group to look at the issues from different perspectives. The views of different group members would also enable to think in advance about the implications and risks involved with the decision. The group can also explore all alternative solutions. Therefore, it is important that everybody in the group participates in the decision-making process.

It is important to note that women and men can have different views on the same topic. Women would be able to shed a new/different light on a subject of discussion that the men have never thought of. Thus, the decision made can be even more useful for all members of the group/cooperative.

SESSION III: MAKING DECISIONS PARTICIPATORY IN THE FARMERS' GROUP AND COOPERATIVE



Session objectives

By the end of the session, the participants should be able to:

- Understand the process of participatory decision-making in farmers' groups/cooperatives



Methodology

- Individual and group activity – The demon in the village
- Presentation
- Plenary discussion
- Debriefing



Steps



Activity: The demon in the village situation

- Present the “demon in the village” situation game to the participants.

Demon in the village situation

In a village, an evil demon has captured the following ten people. The demon intends to eat all the people. However, the village pleaded with the demon to stop eating the people.

1. A doctor
2. A farmer
3. A small girl
4. A pregnant woman
5. A lama
6. The DASHO DZONGDAG
7. A school teacher
8. A young college student
9. The village GUP
10. A three month old baby boy



The demon has agreed to release five out of the ten people.

- ii. Ask the participants to individually make a list of the five people to be released. Tell the participants not to share their list with each other.
- iii. Divide the participants into smaller groups of four to five. Ask the group to appoint a leader and an observer in their respective group.
- iv. Ask the participants to decide in their smaller group about the list of five people to be released.
- v. The leader will facilitate the group discussion while the observer will observe the decision-making process. Instruct the participants accordingly.
- vi. Let the groups present their list with justifications.
- vii. After the presentations are made, ask how the groups have arrived at the final lists. Let them elaborate on the process of finalizing the lists.
- viii. Ask the observer on the process of decision-making. Probe answers on the following questions:
 - a. Did all members express their views?
 - b. Did the leader make sure that every member had the opportunity to express her views?
 - c. How were some differences in views dealt with by the leader and the group members?
 - d. Were all members comfortable with the final decision?
 - e. How did the leader make sure that the decision was acceptable to all?
- ix. Debrief using the following debrief note.



Debrief note:

a. Mutual understanding

For the group to reach agreement, every member should understand the reasons behind one another's views, needs and goals. This promotes greater understanding amongst the members.

b. Full participation

Every member (both women and men) must be encouraged to be actively involved. This will promote people to express their views and help clarification of issues and problems. This will enrich discussions and help reaching appropriate and common solutions.

c. Common solution

Common solution is reached when every member's views and perspectives are taken into account. Such a solution will have the ownership of the members.

d. Shared responsibility

Participatory decision-making will promote responsibility of all those involved. People will recognise that they are obliged to implement and shoulder their respective duties in implementing the decision.

Practical tips to use for participatory decision-making:

- a. Question individual members in turns
- b. Have all members write their views on small cards (for those who cannot read and write, team them up with members who can read and write)
- c. Find ways to involve the more silent members
- d. If there are many members, have smaller meetings before bigger meeting such as general assembly
- e. Find reasons behind every one's views

UNIT VII: COMMUNICATION IN FARMERS' GROUPS AND COOPERATIVES



Time: (2 hours 30 minutes)

Session objectives

On successful completion of the unit, the participants should be able to:

- Understand the nature of communication and the importance of two-way communication
- Be aware of the sources of communication barriers
- Understand what active listening is about
- Develop effective communication process in their farmers' group or cooperative



Session materials

- Flip charts
- Markers
- Meta cards
- Nu. 50 note
- A cut out of a story from a local newspaper (2 to 3 paragraphs long)
- Communication process diagram
- Communication sketch /diagram



Trainer preparation

Prior to running the session, the trainer should:

- Prepare questions to ask about the story
- Review the teaching notes and participants materials
- Ensure that all materials required for the session are available



Teaching and learning approaches

- Presentation
- Plenary discussion
- Group work
- Brainstorming
- Debriefing
- Activity

SESSION I: UNDERSTANDING COMMUNICATION



Session objectives

By the end of the session, the participants should be able to:

- Explain the communication process



Methodology

- Plenary discussion
- Brainstorming
- Presentation



Steps

- Present the Bhutanese proverb “Thob chang Kha gi thob, Shor chang Kha gi shor”
- Ask the participants to explain what they understand through the proverb.
- Ask the participants to relate their experiences to prove the proverb is right.
- Ask the participants what they think is communication.



Expected responses

- Way they talk
 - Telling
 - Asking
 - Arguments
 - Quarrel
 - Debates
 - Discussion
 - Listening, Etc.
- Drawing from the responses, present the following key points:

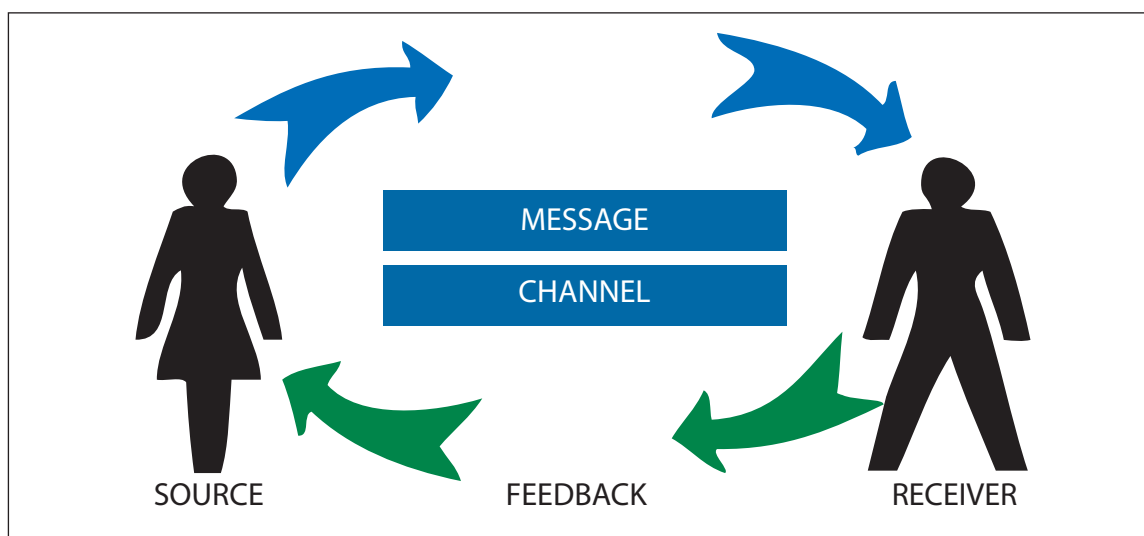


Key points of communication

- communication is how we express what we think, feel and want (head, heart, feet)
- everything we do is communication
- the way we formulate our message often determines the outcome of the communication
- the way messages are delivered always affects the way the message is received
- the real communication is the message received, not the message intended
- effective communication is two-way – we have to send messages as well as receive feedback

- communication is both verbal and non verbal
- when we fail in communicating a message, this can result in misunderstandings and conflicts

vi. Show the communication process diagram and explain using the following note:



There are four elements involved in the communication process. They are: source, message, channel and receiver. There are one-way and two-way communications. Passing the message from the source through the channel to the receiver is called one-way communication. If the receiver sends back feedback about the information received, then two-way communication takes place. To ensure effective communication takes place among the members of the farmers' group/cooperative, two-way communication is very important.

SESSION II: SOURCES OF COMMUNICATION BARRIERS



Session objectives

By the end of the session, the participants should be able to:

- Explain causes of communication break down or failures



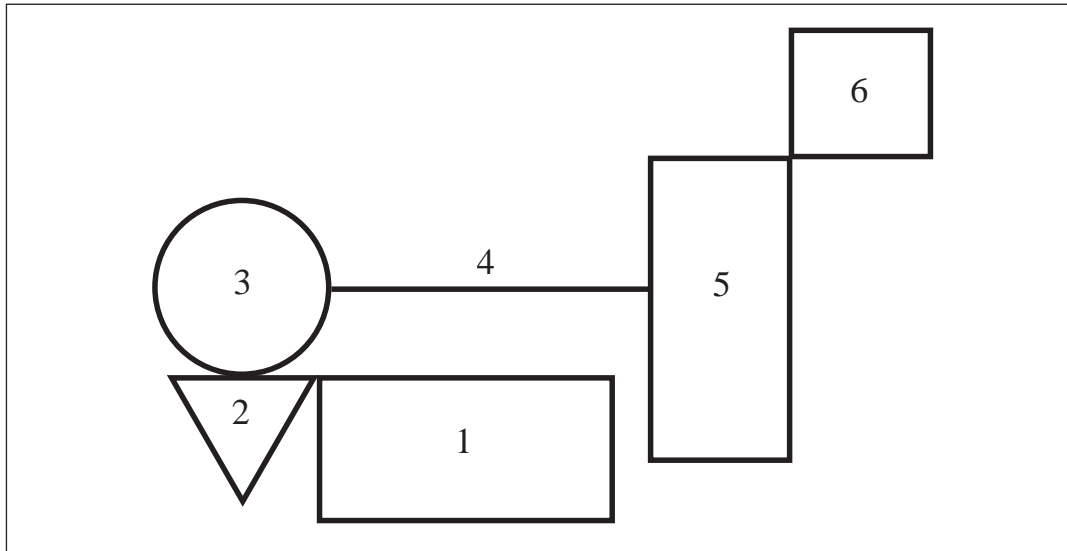
Methodology

- Activity: The communication diagram
- Plenary discussion
- Debriefing



Steps

- i. Ask for a volunteer who is very good at communication. The group may nominate a member.
- ii. Hand over the communication diagram to the volunteer. The diagram should not be seen by the other participants until the end of the session. Have the volunteer turn his or her back to the audience so that no eye contact is possible. The volunteer can use only verbal communication, i.e. no gestures, hand signals, etc. Further, no questions are allowed on the part of the audience. In brief, only one-way communication is allowed.



- iii. The volunteer should through verbal communication make the other participants to draw the same diagram.
- iv. The participants will listen to the volunteer and each try to draw the diagram.
- v. When the exercise is completed, show the diagram to the participants and ask participants whether their drawings are at all similar to it.
- vi. Generate discussion using the following questions:
 - a. Why couldn't you draw the same diagram?
 - b. How could we have made it easier?
- vii. Debriefing using the following key points



Key points:

- Communication is not effective when it is only one way.
- Communication is not effective when there is no feedback; it is very important for the leaders to encourage members to give feedback by asking questions in a non threatening manner.
- Communication is not effective when the communicator fails to understand the need and situation of the receiver.

Similarly, the listeners could also contribute to the failure in communication due to the following:

- interrupting
- jumping to conclusion

- finishing others' sentences for them
- inattention
- not listening carefully
- not responding to what others have said
- failing to ask questions and giving feedback

Filters that affect communication

- Expression: choice of words, body language, voice tone and volume
- Attitude: expectations, personality, status and authority
- Relationship: historical relationship, past messages
- Setting: timing, physical state

Tips for generating discussion:

Most participants would have drawn a very different diagram from the actual diagram. Show or highlight to the participants that their diagrams are not only different from the actual diagram but each of their diagrams differs from each other as well.

Highlight that it is interesting to note that although all the participants were listening to the same instructions to draw given by one volunteer participant, each of them drew differently. They heard the same instructions but acted on the instructions very differently. This demonstrates that each of us acts based on the differences in our experiences, knowledge and interests. Therefore, effective and clear communication becomes all the more important.

SESSION III: MAKING COMMUNICATION EFFECTIVE



Session objectives

By the end of the session, the participants should be able to:

- Understand the importance of active listening
- Understand the importance of being assertive
- Practice assertive communication on issues related to their group/cooperative
- Develop communication strategy and approaches to be applied in their farmers' group/cooperative



Methodology

- Activity
- Plenary discussion
- Group work

- Presentation
- Debriefing



Steps

- i. Clip a story from a local newspaper that is approximately two or three paragraphs long. With absolutely no introduction, casually mention to your group. Read aloud the entire two to three paragraphs. When finished, you will see a room of either bored or disinterested faces.
- ii. Pull out a Nu. 50 note and state "OK, I have got a few questions for you based on the story you just heard, and whoever gets them all right wins this money." Read 8 to 10 prepared questions (i.e. names, dates, places, etc.). In all likelihood, not one person will be able to answer all questions correctly.
- iii. Generate discussion around the following questions:
 - a. You all heard that story, yet few could remember very much about it. Why? (Disinterest, no objective, no advance reward)
 - b. Why didn't we listen? Is this typical? What can we do to sharpen our listening skills?
 - c. If I had told initially you could win some money, would you have listened more attentively? Why? How can we ensure better listening (without monetary rewards)?
- iv. Debrief using the following key points on active listening.
- v. Lastly talk about assertiveness and using the notes below, do some role plays on how to be assertive.



Key points

- Active listening means listening carefully
- Listening encourages the speaker to talk and express feelings
- By being active listeners, the leaders in farmers' groups/cooperatives will be able to understand and respond better to the needs and concerns of group members.

Active listening tips

- Give verbal and non-verbal acknowledgement (nods and 'uh-uhms') to the speaker
- Look at the speaker to observe body language
- Ask questions to clarify
- Give the speaker time to articulate his / her thoughts
- Let the speaker finish what he / she is saying before giving opinions
- Remain poised, calm and emotionally controlled
- Look alert and interested
- Paraphrase
- Summarise
- Listen to the content (head), feelings (heart) and intentions (feet) of the speaker

- vi. Divide the participants into smaller groups of four to five members, preferably from the same farmers' group/cooperative. Ask them to discuss how information is communicated in their farmers' group/cooperative at present and the ways for improvement.
- vii. Let each group present their work to the plenary.
- viii. Debrief using the following key points.



Key points

- a. Messages communicated effectively lead to good relationship building among the group members.
- b. Knowing each other's values, beliefs and thoughts leads to effective communication.
- c. Knowing each other's values, beliefs and thoughts will determine what we do and say, the outcome of which will be beneficial for all group members.
- d. Institute good mechanisms to facilitate effective communication. For example: organise complementary forums to the general assembly meeting; informal gatherings on special occasions; institute a system of focal representatives in case of bigger farmers' groups.

Some tips for effective communication:

- Be clear in the way you deliver your message
- Listen actively to the message that is being communicated to you
- Have an open attitude towards the person you communicate with
- Choose the time and place carefully for communicating a message

Notes on Assertiveness:

- Assertiveness is standing up for your own right in such a way that you do not violate another person's rights. Getting what you want and need by using reasonable and fair means.
- Assertiveness is not aggressiveness
- Aggressiveness leads to violating another person's rights in pursuit of your own rights and interests.

Role plays on being Assertive: Practice Assertive Talking:

- Role play 1: In the non-smoking area where you are sitting, a man walks in and begins to smoke. You do not like the fact that you have become a passive smoker. What do you do in such situations?
- Role play 2: A male member from your group/cooperative keeps disrupting the meeting that you are chairing. What do you do?
- Role play 3: Some vocal members of the group/cooperative do not agree with your decision. Knowing that it is the best decision for the benefit of the whole group, how do you convince these few members who are not agreeing?
- Role play 4: Some body has cut the line to get in front of you. You have been waiting in the cue for a long time. What do you do?

SESSION IV: PERSUASION



Time: 1 hour 30 minutes



Session Objective

At the end of this session, the participants should be able to:

- Understand that persuasion is all around us.
- Important to persuade to convey your feelings and get things done.
- Understand some persuasion tips.



Methodology

- Individual/group work
- Discussion in plenary
- Presentation



Session materials

- Flip charts
- Meta cards
- Markers
- Power Point presentation



Key learning points

- Persuasion is important
- People will resist your ideas but we need to convince them
- Understand how to overcome resistance
- To be able to persuade others, we need to be able to relate to them



Steps

- Begin the session on Persuasion through a role play. From the group of participants, pair them. Give each a role. One can take up the role of a persuader and the other the role of a listener. Then to the persuader give topics such as: Persuade your friend to join a women only group, persuade your friend to enrol in Non-Formal Education (NFE), persuade your friend to take a diabetes/pap smear test, persuade your group members to donate some money from the group savings for building a toilet for a disabled elderly couple in the village. Give them five minutes to carry out the role play. At the end of the time, ask the participants whether they have succeeded in persuading their friends or not? How do they feel about their performance? What were some of the barriers to persuasion? Should they have approached differently and what are some of the lessons learned from this exercise?

- ii. Then tell them that persuasion is all around us through examples such as how we have to persuade our women to come forward in politics and take up leadership roles, persuade our children to stop watching TV and start reading etc.
- iii. Then using the slide give them the definition of what persuasion is all about and its importance in life.
- iv. Then in groups (of 5-6 person putting all the shy ones together and putting all the vocal ones together) give them the candle making activity. Tell them to discuss the process of how we make candles. After the activity get the response from the participants.
- v. Using the slide and the analogy of the candle making process, carry forward the persuasion slide finally discussing the tips on persuasion.



Debrief note

Persuasion involves four key steps which are:

- First to persuade people it is important to melt the resistance in the other person just as we melted the wax.
- Second is to mould the person by letting him/her believe in your opinion just as we put the melted wax into a mould.
- Third is to harden the belief in the other people just as we left the mould to harden.
- Then lastly to ignite or let the other person believe in you strongly and spread the word.

What is Persuasion?

- *A means of convincing people:*
- *to buy a certain product or service*
- *to believe in something or to act in a certain way*
- *to agree with a point of view*

The Candle making activity!

How was the candle made?



Why do people resist?



Resistance

- *See insincerity*
- *Feel antagonized*
- *Anticipate change*
- *Personality clash*
- *Use improbable threats*
- *Lecturing*
- *Revenge*

Overcoming Resistance!



Resistance!

- *Be and appear sincere/honest*
- *Find common ground*
- *Appreciate what they are already doing*
- *Give realistic pros and cons*
- *Ask them to make your case*

Try to melt resistance before meetings



Opinion

Relate to the needs and interests of the audience

Speak Both to the brain and the heart



Beliefs

Earn the trust that you are competent

Be and appear professional



Actions

- *To ignite others to support your cause, first YOU should be on fire*
- *Show your convictions by your*
 - *Passionate communication*
 - *Confident*
 - *Positive communication*

Does it always work?

- *Of course not!*
- *Some people come equipped with closed minds (They've already decided)*
- *Some people come with busy minds (They aren't really listening to you)*
- *Some people will not agree with you (so if you can't convince them, at least help them be sorry they can't agree with you)*

SESSION V: TIME MANAGEMENT



Time: 30 minutes



Session Objective

By the end of the session, the participants will be able to:

- Understand different people have different ways of managing time.
- Understand the importance of prioritization: if time is properly managed one can gain 2 hours per day.



Methodology

- Individual/group work
- Discussion in plenary
- Presentation



Session materials

- Flip charts
- Meta cards
- Markers
- Power Point presentation



Key learning points

- Seeking views of others is important
- Decision making should involve others as well
- People make decisions according to their thinking capacity



Steps

- Ask participants how they manage their time? Whether they are able to manage their time well? And at the end of the day are they often stressed with too many works and feeling really very tired or not? Get their responses and write it on the flip chart and then move on to the slide.
- Tell them that we manage time differently while some do no manage time at all. If we do not manage time at all or if we are bad in time management then we come under lots of stress.
- Ask them what are some signs that indicate we are wasting time?
- Introduce tips for effective personal time management.



Debrief note

- Time is money
- Time cannot be lengthened or shortened. It's fixed in a day at 24 hours.
- Time wasted is gone for ever
- If not managed properly time will increase your level of stress. Might catch on diseases such as high blood pressure, headaches and heart diseases
- We waste time talking unnecessary on the phone, attending to uninvited guests, attending unnecessary meetings and not being able to say "NO" to others.

We can gain time by learning to:

- Delegating work to other members
- One should prioritize the work.
- Carry out the urgent and the immediate works
- Learn to refuse and say "NO"
- Never leave for tomorrow what you can do today
- It is particularly important for women leaders (who not only have to fulfil their leadership roles and responsibilities for their group or cooperative, they also have to fulfil their household roles and responsibilities) to learn and practice the above mentioned time gaining tips.

SESSION VI: PUBLIC SPEAKING



Time: 1 hour 30 minutes to 2 hours



Session Objective

By the end of the session, the participants will be able to:

- Understand what public speaking is all about.
- Understand the basics of public speaking.
- Understand some tips in public speaking.



Methodology

- Discussion in plenary
- Presentation



Session materials

- PowerPoint presentation



Key learning points

- Speaking in public forums and gatherings is important to voice out your ideas and

opinions

- Planning and preparation is important before you speak in the public
- Rehearsing is key to good public speaking



Steps

- Ask participants whether they ever speak in the public gatherings and within their organization? If no why not and get reasons for not speaking or raising their voice in the public meetings and gatherings. List down the responses in a flip chart.
- Go through the slide and explain the importance of public speaking and the ways to prepare for a good public speaking.
- At the end of the power point presentation, get some volunteers from the participants to make a small speech on the following topics (each volunteer will speak for two to five minutes with five minutes of preparation time):
 - Welcome speeches: Imagine that an important visitor from MAGIP, RAMCO or SNV is visiting your gewog to assess your group or cooperative. You have been asked to deliver the welcome speech. Kindly prepare a welcome speech on behalf of the members of your group or cooperative.
 - Vote of thanks: Imagine that an important visitor from MAGIP, RAMCO or SNV has visited your gewog to supply some farming tools for your group or cooperative. You have been asked to propose the vote of thanks. Kindly prepare a vote of thanks on behalf of the members of your group or cooperative.
 - Introducing your cooperative: Imagine that a visitor from MAGIP, RAMCO or SNV is in your gewog to know more about your cooperative. As the Chairperson of the group or cooperative, it is your responsibility to inform the visitors about your group or cooperative. Kindly prepare a speech on behalf of the members of your group or cooperative.



Debrief note

The essential keys to public speaking are as follows:

- The key to public speaking is to prepare and then practice, practice and practice.
- Know your topic
- Know your audience
- Be your self
- Stay on the point
- Do not repeat yourself
- Project a clear, confident tone while speaking
- Survey the audience before you speak
- Take a deep breath

- » It is of utmost importance particularly for Bhutanese women to stop shying away and come forth as confident public speakers and know the following:

There are inspiring Bhutanese women even at the local level such as Aum Longdong from Trashie Yangtse who cannot read or write but still give very good speeches.



Figure 1: Aum Longdong delivering the vote of thanks during the field testing of the manual.

UNIT VIII: CONFLICT MANAGEMENT IN FARMERS' GROUPS AND COOPERATIVES



Time: (4 hours)



Session Objective

On successful completion of the unit, the participants should be able to:

- Understand the nature of conflict and the importance of managing conflict
- Identify sources of possible conflict in their farmers' group/cooperative
- Analyse a conflict
- Use practical approaches and techniques to manage and resolve conflict



Session materials

- Flip charts
- Markers
- Meta cards
- The image or poster 'Conflict in the bottle'



Trainer preparation

Prior to running the session, the trainer should:

- Prepare flip charts for presentations
- Be familiar with the story of the gods and the demigods
- Review the teaching notes and participants materials
- Ensure that all materials required for the session are available



Teaching and learning approaches

- Story telling
- Group work
- Debriefing
- Brainstorming
- Plenary discussion
- Presentation
- Activity
- Demonstration

SESSION I: UNDERSTANDING CONFLICT



Session objectives

By the end of the session, the participants should be able to:

- Explain what conflict is
- Distinguish between destructive and constructive conflict
- Explain the importance of managing conflict



Methodology

- Brainstorming
- Plenary discussion
- Presentation
- Activity: The conflict in the bottle
- Debriefing



Steps

- i. Ask the participants what they understand by conflict.



Expected responses

- Disagreement
 - Differences in views and opinions
 - Fights
 - Argument
 - Debates
 - Discussion
 - Not getting along well
 - Etc.
- ii. Write down the responses on a flipchart.
 - iii. Allow participants to explain some of the pertinent responses that they have provided. You may also want to check if some participants disagree with each other's responses.
 - iv. Present the general definition of conflict on a flip chart and debrief by relating the responses of the participants to the general definition of conflict.
 - v. Highlight the key points in the definition.

Tips for generating understanding of conflict:

The term “conflict” does not have a direct one word equivalent in Dzongkha. Conflict can be explained through a combination of meanings in Dzongkha. The Dzongkha terms for conflict include fighting, disagreement, argument, discussion, debates etc.

It is therefore important to mention all the meanings of conflict in Dzongkha to explain the concept of conflict.

**Trainers note:****What is conflict?****A general definition**

Conflict is a disagreement through which the parties involved perceive a threat to their needs, interests or concerns.

**Key points**

- **Disagreement** - Generally, we are aware there is some level of difference in the positions and views of the two (or more) parties involved in the conflict.
- **Parties involved** – There are two or more parties involved in a conflict situation.
- **Threat** – There is a real or a perceived threat that endangers the needs, interests or concerns of the parties involved in the conflict.
- Conflict occurs between groups or individuals when values, perspectives and options are contradictory and have yet to be aligned or agreed to.

**Activity:** The Conflict in the Bottle

- Distribute the image handout or show the poster ‘Conflict in the bottle’. (Annex 4)
- Ask the participants to identify the image that they see in the bottle.

Tips:

Check if any participants have seen the image before. It is possible that some of the participants, especially the extension agents, may have seen the image before. In that case, ask them to observe how other participants are reacting to the image and to not point out what is contained in the image.

**Expected responses**

- Picture of a woman and a man.
- Drunken woman and man
- Having fun in the bottle

- Nature
 - Etc.
- iii. Ensure that most participants have seen the image of the man and the woman by asking around.
 - iv. Tell the participants you are seeing something different. Challenge them to see something else in the picture. Prompt the participants until some of them are able to see the images of dolphins or fishes in the picture.
 - v. Let all the participants finally see that there are images of dolphins and fishes in the picture besides the man and the woman.
 - vi. Debrief the session by highlighting the key points below.



Key points

A conflict arises when parties see issues differently just as the trainer saw the fishes when the participants saw the man and the woman.

But a conflict can be both destructive and constructive. If the trainer and the participants refused to see what the other parties saw, each of them would develop mistrust and this would obstruct development of healthy relationship. They would fail to understand each other's views. The conflict is then destructive.

On the other hand, if both the trainer and the participants saw the same image such as the picture of the man and woman, both the parties would not have seen the alternate picture of the dolphins or the fishes. We would have failed to get the alternate view of the situation. That way, conflict can be constructive if managed properly.

Trainer's note: women are usually known for being less confrontational than men. This inherent characteristic of women would mean lesser conflicts in the group/cooperative where there are women leaders.

- vii. Present the nature of a destructive and a constructive conflict
- viii. Generate discussion by asking the participants to relate the points in the exhibit to their own experiences.

Destructive versus constructive conflicts

A conflict is destructive when it:

- Takes attention away from other important activities
- Hampers productivity
- Undermines morale
- Polarises people and groups, reducing cooperation
- Increases or sharpens difference

- Leads to irresponsible and harmful behaviour, such as fighting,
- Causes more and continued conflicts

A conflict is constructive when it:

- Results in clarification of important problems and issues
- Involves people in resolving issues important to them
- Causes authentic communication
- Helps release emotion, anxiety, and stress
- Helps individuals develop understanding and skills
- Helps raise and address problems
- Helps people learn how to recognise and benefit from their differences



Key points

- It is important to manage conflict. A well managed conflict leads to constructive results.
- However, conflict management is not necessarily about resolving conflict.
- It is about dealing with conflict in a meaningful way to prevent it from becoming destructive.

SESSION II: SOURCES OF CONFLICT



Session objectives

By the end of the session, the participants should be able to:

- Identify sources of possible conflict in their farmers' group/cooperative



Methodology

- Group work
- Presentation
- Debriefing



Steps

- Divide the group into smaller groups of four to five participants.
- Ask the sub groups to discuss and list out the sources of possible conflict in their farmers' group/cooperative.
- Let the groups take turn in presenting their findings to the plenary. Have clarification questions only in between the presentations.
- Present the "Sources of possible conflict."

Sources of possible conflict

- scarcity of resources (finance, equipment, facilities, etc.)
 - different attitudes, values or perceptions
 - disagreements about needs, goals, priorities and interests
 - poor communication
 - poor or inadequate organisational structures
 - lack of teamwork
 - lack of clarity in roles and responsibilities
 - lack of openness and tolerance
 - abuse of authority
- v. Debrief using the key points from additional reading materials for the trainer. Engage the participants through sharing of experiences and lessons with each other. Emphasise that these sources of potential conflict must be managed effectively and the importance of preventing them from becoming destructive conflict.

Additional readings for the trainer

A study of leadership capacity gaps in 11 farmers' groups in the Eastern part of Bhutan (conducted in 2010) revealed the following potential sources of conflict:

Lack of transparency in accounts

There are incidences where accounts are not transparent and not enough efforts are being made to explain them to the members. Recording of every transaction with necessary documentary evidence and taking group consensus on major transactions are important means of ensuring transparency.

Misuse of assets / facilities

Farmers' groups are increasingly supported both by the donors and the government. They receive assets such as machineries, equipments, and other assortments of utilities besides the ones built by the farmers' group themselves. Most of these assets are at the custody of the leadership. Some of the members report the misuse of these assets as a potential source of conflict.

Unilateral decision-making process

A decision-making process that excludes members causes disruption of trust. Members do not own up the consequences of poor decisions especially when they have been excluded in the decision-making process. Some of the members expressed ignorance of significant decisions.

Dominant leader personality

A dominant leader personality takes upon him/herself the entire responsibility and accountability

of the group. The strong personality discourages free and frank discussion in the group. The members are intimidated to express their views and grievances and hence keep silent.

Poor communication process / channels

Poor communication between the leadership and the members affect some of the farmers' groups. The members expressed concern that they are not made aware of the plans, achievements and activities of the group. There is absence of systematic communication channels and network which provide a reliable source of information for the members. Similarly, most farmers' groups lack a systematic grievance handling mechanism whereby the members are encouraged to provide positive and negative feedback.

Faulty benefit sharing mechanism

Another source of conflict is the benefit sharing model. While some farmers' groups do have a benefit sharing framework in place, the principle of sharing benefit is often faulty. In most farmers' groups, as surplus is yet to be generated, the benefit sharing is not of immediate concern and hence is not thought of at present. Some of the farmers' groups that have surplus sharing mechanism in place, the mechanism may be disincentive to the most economically active member. Unless the surplus distribution is based on the economic participation of the members as opposed to equal sharing, conflict is imminent. Conflict may also arise if there is no clear agreement among the members about consideration for special conditions of the members e.g. disability, disaster, woman headed household, etc.

SESSION III: CONFLICT ANALYSIS



Session objectives

By the end of the session, the participants should be able to:

- Understand the importance of managing conflict
- Analyse conflict to identify the causes and effects relationships



Methodology

- Brainstorming
- Presentation
- Demonstration
- Debriefing



Steps

- i. Ask the participants what would be the consequences if a conflict is ignored or not managed properly.



Expected responses

- Would become bigger problem
 - Affect business of the farmers' group
 - The farmers' group would have to close down
 - The members would not be able to work together anymore
- ii. Record the responses on a flip chart.
 - iii. Emphasise the damages caused by ignored conflicts or poorly managed conflicts, and therefore the importance of managing conflicts appropriately.
 - iv. Present the conflict tree concept as a tool for analysing and managing conflicts.

The conflict Tree

(Analysis of the causes and the effects)

This is a technique that can be used to analyse the causes and effects of conflicts, which affect farmers' groups/cooperatives.

It produces a visual representation of the analysis, in which the key conflict under discussion resembles to the trunk of a tree, the effects of the conflict become the branches and the causes of the conflict become the roots.

Conflict trees do more than just outline the root causes of the conflict. They provide a visual breakdown of conflicts into their symptoms as well as their causes. The process can be a useful tool in building people's awareness of the conflict, how they and others contribute to the conflict, and how these conflicts affect the farmers' group. This may also be an important step when attempting to manage conflict.

- v. Together with the participants, construct a conflict tree for conflict analysis as a demonstration.
 - a. Ask participants what conflicts affect farmers' groups/cooperatives.
 - b. Write each of these conflicts on separate cards.
 - c. Ask participants to rank them: which is the most serious or important?
 - d. Agree on a main conflict on which the discussion will now focus.
 - e. Place the main conflict in the centre of a large piece of paper, or on the ground.
 - f. Ask participants what causes the conflict, and what the effects are.
 - g. Write each of these causes and effects on a separate card and place them on the paper or on the ground to show how they are linked to the main conflict. Place the causes below the main conflict, and the effects above it.
 - h. For each cause, ask what causes it; for each effect, ask what the consequences are. Continue this process until no further causes and effects are mentioned.
 - i. Move the cards around until participants agree they are in the correct position in relation to the main conflict. Organise the cards to clearly to see their place in

relation to the other cards (cause and effect).

- j. Discuss which causes have the most effect on the conflict; and then discuss how they can be tackled.

- vi. Debrief using the key points below.



Key points

The conflict tree is a simple yet powerful tool to help analyse conflicts in organisations.

It can help us understand the issues / conflicts better and more in-depth.

It helps us understand how each of the conflicts / issues is related to others through causes and effects relationship.

This tool also helps us to identify the most effective solutions to the conflicts by zooming into the root cause(s) of the conflict.

SESSION IV: RESOLVING CONFLICT



Session objectives

By the end of the session, the participants should be able to:

- Be acquainted with steps of resolving conflict



Methodology

- Story telling
- Presentation
- Plenary discussion
- Group work
- Debriefing



Steps

- i. Ask the participants if anybody knows the story of the gods and the demigods and their conflict about the fruits of the tree "Paksam Joenshing". If any participant is familiar with the story, ask him/her to tell the story to the others.
- ii. If none of the participants knows the story, present the story to the participants.

Story of the conflict between the gods and the demigods

The tree “Paksam Joenshing” has its roots in the kingdom of the demigods but the fruits of the tree are in the kingdom of the gods. The gods and the demigods are in constant conflict about the ownership of the fruits.

- iii. Divide the participants into groups of four to five members.
- iv. Ask them to discuss on how the conflict in the story can be resolved.
- v. Allow each group to present their conflict resolution approach.
- vi. Debrief using the steps in resolving conflict given below:



Debrief note:

Steps in resolving conflict

1. Openly discuss the conflict focusing on what happened, who are involved and listen to everybody's views
2. List out possible solutions to the conflict taking into account everybody's ideas
3. Assess the pros and cons of each solution. Check if the solution would satisfy the farmers' group/cooperative in the long term; is it a temporary solution or would it require systemic or structural changes to resolve the conflict.
4. Adopt the most effective and collective solution. If the effective solution is not a collective solution, further convincing and discussion may be needed.
5. Decide on the timeframe for implementation and who is accountable for what.
6. Review and follow up on the status of implementation and check if the solution is able to address the conflict.
7. In extreme cases, an external person (s) may be invited to resolve the conflict. In such cases, the external person (s) should be acceptable to all parties.
- vii. Draw from the experiences of the participants in actually resolving conflict in their farmers' group/cooperative and refer to their by-laws for relevant provisions on settlement of the disputes.

Wrap up session

The facilitator should ask all the participants one new thing that they learnt during the three days Basic Female Leadership Skills training. The facilitator should ask all the participants one by one, one thing that they would do differently after attending this three days Basic Female Leadership Skills training. These need to be recorded and included as part of the training evaluation report.

Annexure

ANNEXURE I (Inspiring Female Leaders in Bhutan)



Figure 2: First female Minister,
Lyonpo Dorji Choden



Figure 3: Aum Namgay Pelden,
the first female gup



Figure 4: Aum Chimi Wangmo, ED of
RENEW Organisation & Aum Phintsho
Choden, ED, NCWC



Figure 5: Ms. Namgay Zam,
lead BBS reporter



Figure 6: Dasho Nawang Pem,
the first female dzongda



Figure 7: Dasho Neten Zangmo, the first
female chief commissioner for
the Anti-corruption commission



Figure 8: Dasho Gaki, the first female red
scarf recipient



Figure 9: Dasho Tashi Chenzom, the first
female supreme court judge



Figure 10: Aum Pema Choden,
the female ambassador



Figure 11: Aum Sangay Zam, Secretary of
the Ministry of Education



Figure 12: Aum Lily Wangchuk, President
of Druk Chirwang Tshogpa



Figure 13: Aum Kunzang C Namgyel,
the first female ambassador

ANNEXURE II (Slides on gender)

Gender situation in Bhutan

- *Generally, Bhutan is regarded as having a high level of gender equality in comparison to countries in South Asia. Bhutan comes in second, after Sri Lanka, on the Social Institutions and Gender Index.*
- *However, subtle forms of discrimination, specifically in the fields of higher education, employment and public decision making have been emphasized as causes for concern.*

Policies and Legislation

- *The constitution of Bhutan guarantees equal rights and opportunities to both women and men. Specifically, Article 9 (17) stresses the responsibility of the state to take appropriate measures to eliminate all forms of discrimination and exploitation against women, including trafficking, prostitution, abuse, violence, harassment and intimidation.*
- *The Local Government Act 2009, similarly, does not differentiate between sexes, as all registered Bhutanese are eligible for office.*
- *The Labour and Employment Act, 2007, provides for favourable working conditions for pregnant and nursing mothers, and equal pay for work of equal value.*
- *The 10th and 11th Five Year Plans, provides framework for each sector to effectively mainstream gender issues into their policies and programs.*
- *Various NGOs have been established for the benefit of women and children.*

A National Action Plan for Gender (NAPG) has been developed for 7 critical areas for action to empower women and promote gender equality:

- *Good governance;*
- *Economic development;*
- *Health;*
- *Education and training;*
- *Aging, mental health and disabilities;*
- *Violence against women; and*
- *Prejudices and stereotypes.*

Governance:

- *Women's low representation and participation in decision making in public arenas is a challenge. This has been attributed to lower formal educational attainments and literacy rates of women*
- *In 2008, women representation in the National Assembly was only 8.5% with just 4 members*
- *In the National Council it was 26% with 6 members.*
- *In the Civil Service it is 29.5%.*
- *At the local level it is only 0.5%.*

Education

- *Girl's enrollment in the school is also low as compared to the boys. It stands at 49.8% against 50.2% for boys.*
- *At the tertiary level, the girl's enrollment is 34.75% as against 65.25% for boys.*

Health

- *Life expectancy at birth has been increasing over the years and it is projected that by 2030 it will be 74.18. Currently life expectancy for males stand at 68.40% while for women it stands at 69.40%.*

Ageing

- *Elderly population (i.e. Age 60+) constitutes of 6.9 % of the current population. The elderly population is rising and is projected to increase to 10.1 % by the year 2030. As such meeting the special health care needs of the elderly population is crucial.*
- *Female constitute 66.85% of the ageing population against 65.65% males.*
- *48.6% elderly population are affected by disabilities.*

Domestic violence

- *Domestic violence reported in the country between 2007-2009 show that 1064 women have reported of assault and battery against just 44 men.*

Prejudices and stereotypes

- *Changing socio-cultural perceptions in Bhutan that generally hold women as less capable than men is a challenge. There are traditional beliefs and adages that reinforce these perceptions.*

Economic development and Employment

- *According to the 2010 statistics, males employed account for 73.6% against 63.9% for women.*
- *Unemployed males stand at 7.7% while for women it is slightly lower at 4%*

Source: Gender Statistics Bhutan 2010, GNHC, Gender Strategy (2010-2013), Helvetas-Bhutan

ANNEXURE III

What is Public Speaking?

- *Public speaking means speaking before people on some formal occasion and on some matter or issue.*
- *Presentation is done before a select audience.*
- *As a speaker careful preparation is necessary for ensuring success in the presentation.*

Why do we need to make public speeches?

We make public speeches for many reasons some of which are as follows:

- *To present a new business plan.*
- *To launch a new product or a service.*
- *To negotiate a business deal.*
- *To welcome guests and thank them.*
- *To inform members of the progress made in the cooperatives etc.*

The truth about Public Speaking

- *Public speaking is feared by most people. Public speaking is the number one fear while “DEATH” is the number two fear followed by “SNAKE BITES.”*
- *People fear being in front of a large audience. Hearts pound faster, throats go dry, minds go blank and become speechless/nervous.*
- *People fear to speak in the public when they are unprepared.*
- *People fear when they are also inexperienced.*

Planning the speech

Consider the following before making the speech.

- *Choosing a Topic*
- *Developing an Outline:*
- *Rehearsing Speech*
- *Delivering Speech*

Choosing a Topic

- *Is It Important to You?*
- *Is It Important to Your Audience?*
- *Will It Hold Audience's Attention?*
- *Is It Manageable in the Time Available?*
- *Is It Appropriate for Oral Presentation?*
- *Is It Clear?*

Developing an Outline

Your speech should have the following outline:

- *Introduction: Welcome the audience and begin with the introduction. Keep it short and sweet. You may begin with a humour.*
- *Main points and sub-points: All the main points should follow right after your presentation. First talk on the main points and go on to the sub-points.*
- *Conclusion: You can reiterate the main points once again and thank the audience.*

Practice

Practice is the key to a successful presentation.

- *Practice in front of a mirror.*
- *Practice in front of a group of friends.*
- *Practice with your family members.*

Things you should do while presenting

- *Smile naturally and take a good breath.*
- *Eye contact: maintain good eye contact with your audience.*
- *Glance at your notes.*
- *Appropriate gestures: make appropriate facial and hand gestures.*
- *Ask questions to involve audience.*
- *Be enthusiastic.*

Things You Shouldn't Do

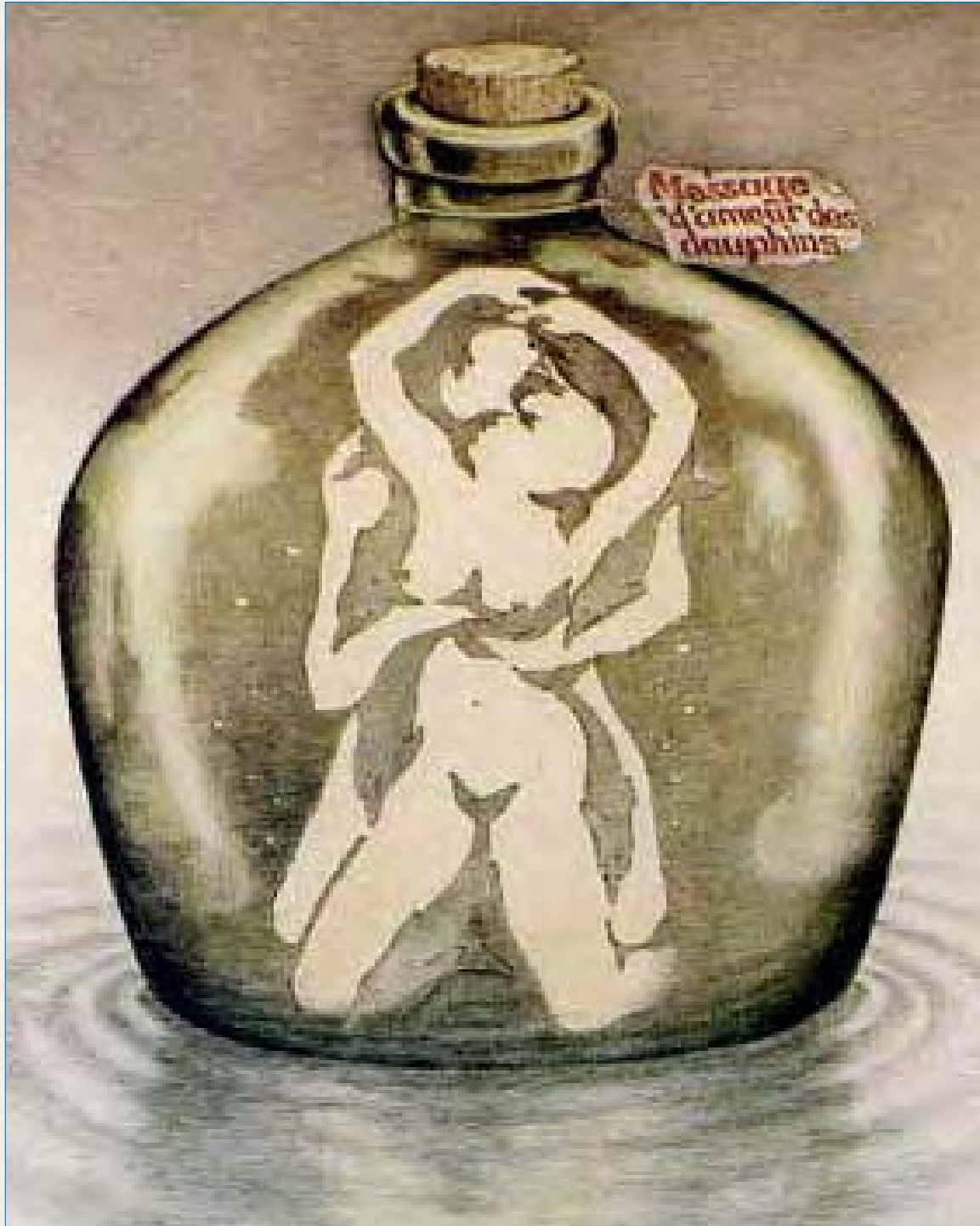
- *Read directly from notes.*
- *Read directly from screen.*
- *Turn back on audience.*
- *Slouch, hands in pockets.*
- *No um, ah, etc.*
- *No nervous gestures.*
- *Talk too fast.*
- *Talk too quietly.*

Ten Successful Tips

- *Know the room- become familiar with the place of presentation*
- *Know the audience- greet or chat with the audience beforehand. It's easier to speak to friends than to strangers.*
- *Know your material-increased nervousness is due to un-preparedness.*
- *Don't apologize-by mentioning your nervousness or apologizing, you'll only be calling the audience's attention to mistakes*

ANNEXURE IV

Conflict in the bottle



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