

## MANUAL FOR TRAINERS:

1

Strengthening Behaviour Change  
Skills to Facilitate Effective  
Trainings on the Implementation of  
Community Nutrition Garden (CNGs)



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# Abbreviations

CNG	Community Nutrition Garden
CRP	Community Resource Person
FANSER	Food and Nutrition Security, Enhanced Resilience, GIZ Zambia
KVK	Krishi Vigyan Kendra
MGNREGS	Mahatma Gandhi National Rural Employment Guarantee Scheme
SHG	Self-Help Group
SENU	Securing Nutrition, Enhancing Resilience, GIZ India
SRLM	State Rural Livelihood Mission

# Introduction

In 2019, the Indo-German development cooperation project Securing Nutrition, Enhancing Resilience (SENU) in collaboration with MGNREGA & SRLM piloted 20 Community Nutrition Gardens (CNGs) in Sheopur and Chhatarpur districts, Madhya Pradesh, to improve the year-round availability and access of women and their families to nutritious and diverse food. Based on this successful pilot, MGNREGA decided to scale up this initiative across Madhya Pradesh with capacity building support from SENU project.

This CNG trainer manual package was developed by SENU project jointly with its implementation partner SRIJAN/Harsha Trust to ensure high quality and standardised training of involved stakeholders to develop and maintain climate resilient agroecological Community Nutrition Gardens that improve not only livelihoods of involved women and their families but also their dietary diversity.

The “Manual for trainers to conduct trainings on the implementation of Community Nutrition Garden (CNGs)” package has been divided into three parts:

- **Manual 1: Behaviour Change Skills for Effective CNG trainings**
- Manual 2: CNG Orientation, Technical and Operational modalities
- Manual 3: Gender makes Nutrition Sense



# Purpose of Manual 1: Behaviour Change Skills for Effective CNG Trainings

This first-part series of the CNG training module package on behaviour change skills is developed for field executives and Community Resource Persons (CRPs) who work directly with SHG women in establishing **Community Nutrition Gardens** in Madhya Pradesh, India. Its intention is to enable them to **strengthen the communication and facilitation skills of people who promote good agricultural practices**, such as extension staff and volunteers. You might be wondering: Why should we work on their communication and facilitation skills? Is it not more important to improve their technical skills?

In most contexts, the people responsible for promoting nutrition sensitive food production practices have good technical knowledge and skills. What is often lacking is their ability to promote food production practices in a way that motivates and enables people to test those practices, adapt them to their context, and then use them in the long-term. Too many trainings, field demonstrations and other learning events are based on someone delivering a lecture. However, SHG women are not likely to adopt a food production practice just because someone tells them to do so. SHG women, like other adults, are more likely to adopt a food production practice when they can discuss it with others, ask questions, listen to what others say, test it and experience its benefits. Using such an approach requires having very good facilitation and communication skills. This is exactly what this training module is about. It enables field executives and CRPs to understand SHG women's

situations, identify practices that are most relevant to the given context and **promote these in an effective manner**. It does not deal with other important aspects of agricultural support, such as technical knowledge or availability of inputs. Therefore, you should see the training as a complement to the other essential skills that extension workers need to have.

The training focuses on **strengthening 10 key skills** that field executives and CRPs need in order to promote agricultural practices effectively. The training sessions are organised in such a way that the skills the participants learn, build logically one upon the other.

The training module was initially developed by FANSER project, GIZ Zambia and adapted to the Community Nutrition Garden Initiative of SENU project in Madhya Pradesh, India.

The authors hope that you – as the trainer – as well as the participants, will **enjoy taking part in the training**. Please share your experience and tell us how we can make this guidance even better! (see contact on imprint)





## Proposed Schedule

This behaviour change skill training can be delivered as a **three-day learning event**, following the schedule proposed below (7.5 hours per day, including breaks). Alternatively, to make it easier for the participants to digest everything they learn, it can be divided into **three one-day sessions** implemented over three weeks.

Duration	Agenda
DAY 1	
60 min	1.1 Welcome
50 min	1.2 How Adults Learn the Best
20 min	Break
60 min	1.3 Barriers and Enablers to Change
60 min	Lunch Break
70 min	1.4 How to Facilitate Change of Food Production Practices
50 min	1.5 Understanding SHG Women's Need
20 min	Break
45 min	1.6 Respecting and Being Respected
15 min	1.7 Wrap Up
DAY 2	
40 min	2.1 Review of First Day
25 min	2.2 Identifying and Promoting Small Doable Actions
50 min	2.3 Using the Right Questions
20 min	Break
35 min	2.4 Listening Actively
40 min	2.5 Facilitating a Discussion
60 min	Lunch Break
60 min	2.5 Facilitating a Discussion (continuation)
20 min	2.6 Verifying SHG Women's Understanding
20 min	Break
70 min	2.7 Giving a Talk
10 min	2.8 Wrap Up
DAY 3	
30 min	3.1 Review of Second Day
30 min	3.2 Visiting a Community Nutrition Garden (CNG)
50 min	3.3 Conducting Field Demonstrations at CNG sites
20 min	Break
90 min	3.4 Practicing How to Facilitate Change
60 min	Lunch Break
60 min	3.4 Practicing How to Facilitate Change (continuation)
20 min	3.5 Questions and Answers
20 min	Break
35 min	3.6 Next Steps
35 min	3.7 Conclusions



## Required Materials

Below you can find a list of what needs to be prepared for the training:

- ✓ a large training room allowing participants to sit in groups of four, facing the front of the room
- ✓ this training guide printed for the trainer(s)
- ✓ two flipcharts' pads
- ✓ at least one flipchart stand (or a board to which a flipchart can be attached)
- ✓ the handouts and flipcharts as listed at the beginning of each chapter
- ✓ adhesive tape to stick flipcharts on the wall
- ✓ bin for used flipcharts
- ✓ markers (at least one per table; ideally one per participant)
- ✓ notepad and pen for each participant
- ✓ one pair of scissors
- ✓ certificates for participants who complete the training (not mandatory)
- ✓ mobile phones or tablets capable of making video recordings (not mandatory – see session 2.7)
- ✓ fans to ensure that it is not too hot in the training room
- ✓ refreshments for breaks (consider providing lunch as well)



## Recommendations for Organisers

To ensure that the training is effective, its organisers are encouraged to follow these tips:

- To ensure that each participant has enough time to practice what they learnt, it is recommended **not having more than 20 participants per training**.
- When selecting the trainers, prioritise those who have **experience with using participatory training methods** and are able to follow the guidance provided in this document.
- Delivering a 3-day training is not easy. Unless you have a highly experienced trainer, it is better to **engage two trainers** who can take turns in facilitating the different sessions. This way, each trainer needs to cover less content and can receive support when needed.
- While this guidance is prepared in English, it is possible that the training will be conducted in other languages. Therefore, **allocate enough time for translating the handouts**.
- If some **participants cannot read or write**, adjust the training accordingly. For example, avoid using written tests, minimise the use of handouts and let literate and illiterate participants work together.
- Trainings tend to be most effective when the trainees can immediately apply what they learnt. Therefore, do your best to **schedule the training for a time when the training participants are going to work with SHG women**, such as before or during the main agricultural season.
- Many of us have participated in trainings we found interesting but not long after, we forgot much of what we learnt. Therefore, you are **encouraged to organise a follow-up workshop** for the training participants. It will enable them to share their experience with using what they learnt and to discuss how to overcome any difficulties faced. Such a 'refresher' workshop can also address any skills that people have forgotten or need to practice further. It should be organised no more than three months after they have started using what they learnt in the original training.



## Tips for Trainers

Take advantage of the following explanations and tips to make sure that your training flows smoothly:

- This document gives you detailed guidance on how to facilitate the entire training. To be able to use it well, you need to be familiar with it. **Allocate at least three days for preparation** – read the guidance, highlight key points, and think through the delivery of each session. Extra time is needed to arrange the training room, prepare flipchart content, handouts, etc.
- The stated duration of each session was tested and is feasible as long as you **manage the time available well**. For example, by:
  - o paying attention to the time available for each session and its different sections
  - o keeping each session focused on the key learning points
  - o avoiding lengthy discussions
  - o when using group work, asking each group to appoint a timekeeper
  - o asking participants to arrive at the training venue at least 15 minutes in advance, to increase the chances that the training can start punctually
  - o asking the participants to return from breaks 5 minutes before the next session starts
- **Remember what your role is:** You are not someone who is expected to teach the participants everything this training covers. Your task is to bring out the existing knowledge and skills that the different participants already have (so that everyone can learn from them) and to complement these with whatever is missing.
- **To facilitate better learning**, ensure that at each table there are 1-2 more experienced participants who can support the less experienced ones. Furthermore, ensure that participants join different groups for different exercises (i.e. they should not always be with the same people).
- A few notes about using this training guide:
  - o The guidance divides the training into multiple sessions (from 1.1 to 3.7). Each session is divided into several sections (topics, activities, etc.). The start of each section is indicated by wider spacing before the text and by the first word being **HIGHLIGHTED**.
  - o The time indicating how long the given section should take is given before most of the highlighted words. The times are approximate and are meant to help you stick to schedule.
  - o At the beginning of each session, the objective is given. Do not read it out to the participants – it is just for your information.

- o When participants are asked a question, the guide instructs you to “reflect on what they say”. Depending on the context, it can mean: showing appreciation for good responses, highlighting an important point, asking others for their thoughts on an answer you think is incorrect, etc.
- o All instances when you need to distribute a document or use a new flipchart are highlighted in this way.



## Keeping the Energy Levels Up

If you sense that attention is fading, use some of the following tips:

<b>Check yourself</b>	Are you talking too much? Are you leaving enough space for the participants?
<b>Check the room</b>	Is some fresh air or more light needed?
<b>Consider change</b>	If participants seem tired, consider starting a break earlier.
<b>Use an energiser</b>	Use culturally appropriate energisers that you are familiar with. If you do not know of any, you can try the physical exercise energizer: Ask the participants to stand up and to move for a few minutes – stretch their body in all directions, walk a bit, etc.








DAY 1







## 1.1 Welcome

 <b>Objective</b>	Participants get familiar with each other and understand how they can benefit from the training and what they can expect to learn. <sup>1</sup>
 <b>Time Required</b>	60 minutes
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"><li>- training schedule<sup>1</sup> (one per participant)</li><li>- pre-test (only if you decide to use it; see annex 4.1)</li><li>- flipchart #1 with a parking sign "P" (for the 'parking lot' function)</li><li>- flipchart #2 with the heading 'What Can We Do to Make This Training Great?'</li></ul>

### **Guidance:**

(20 min) **GREET** the participants. Thank them for coming to the training.

Introduce yourself.

Ask the participants to find one person in the room that they do not know well and to sit together. Explain that their task is to introduce themselves to the 'new colleague' by sharing:

- 1) their name
- 2) what they have in common
- 3) why they work on agricultural extension – what their work should achieve

Ask all participants to introduce their new 'colleague' to the others, referring to the three points listed above.

(2 min) **EXPLAIN** that as we heard during the introductions, many field executives and CRPs do this job because they want to support SHG women (amongst other reasons) in setting up CNGs successfully. At the same time, SHG women sometimes do not adopt the good food production practices that field execu-

<sup>1</sup> Keep the training schedule relatively general. Do not specify the exact time for each session. It is sufficient if the schedule describes the main topics, when the training starts and ends, and what breaks participants can expect. This will allow flexibility, enabling you to adjust the duration of each session to participants' learning needs.

utives or more progressive SHG women promote. As a result, they do not experience the benefits that these practices can bring (e.g., a bigger harvest, better nutrition, increased income, etc.).

Explain the training objective: *"This training was designed to help you gain the knowledge and skills that you need to be effective in promoting agroecology driven food production practices in Community Nutrition Gardens. If you apply them, more SHG women will adopt effective food production practices in Community Nutrition Gardens. As a result, your work will bring them more benefits. It will also likely bring you more satisfaction."*

(2 min) **EXPLAIN** that you are well aware that the participants have experience with helping SHG women use good food production practices in Community Nutrition Gardens. Encourage them to share what they know throughout the training – their experience, tips on what is (not) working, etc. Say: *"During this training as well as when working with SHG women, all of us are learners and teachers at the same time. There is a lot we can learn from each other during this training, so let's take advantage of it."*

(5 min) **SAY**: *"Let's now have a look at what knowledge and skills we will learn in the next three days."* Introduce the training **schedule**. Explain some of the key knowledge/skills that the participants can gain from this training. Ask whether anyone has any questions regarding the schedule.

(15 min, not mandatory) **TELL** the participants that you want to understand their existing knowledge about the topics the training covers. Explain that you would like to do so in two ways:

- first, by asking them to complete a brief **pre-test**
- second, by asking them to indicate in a **table** how experienced they feel with the skills this training promotes

Distribute the **pre-test** that also includes the table for indicating people's experience. Explain how to fill out the pre-test (tick the correct answers; only one answer is correct) and how to indicate their own experience in the table (indicate with an X how experienced you feel). Go around to check whether any participants need help with understanding how to use the pre-test or the table.

(1 min) **SHOW** the "parking lot" **flipchart (#1)**. Explain that whenever the participants have a question that cannot be addressed immediately, you will write it on the flipchart. The questions that are "parked" on the flipchart can then be addressed when there is more time, e.g., at the end of the day or towards the end of the training.




(10 min) **ASK** participants: *"Who has participated in a training that you really liked?"* and *"Who has participated in a training that was not good?"* Reflect on how many good as well as bad experiences participants have had. Explain that you can all use this experience to make this training enjoyable and useful. To do so, ask the participants to tell you the main **DOs** and **DON'Ts** that both you (the trainer) and they should follow. Encourage the participants to reflect on what they (did not) like in any previous trainings. Record the key points on **flipchart #2** (ensure that not using phones during the training is included).

(5 min) **ASK**: *"What would you like to ask about before we move on?"*





## 1.2 How Adults Learn the Best

 <b>Objective</b>	Participants understand how adults learn the best and how they can use such insights in the food production practices in Community Nutrition Garden they are doing.
 <b>Time Required</b>	50 minutes
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"><li>- flipchart #1 with the heading 'What Helps Adults to Learn?'</li><li>- flipchart #2 with the following points:<ol style="list-style-type: none"><li>1) Motivation to learn</li><li>2) Building on people's existing knowledge and experience</li><li>3) Active participation and engagement</li><li>4) Practicing what people learnt</li><li>5) Safe learning environment</li></ol></li><li>- 3 flipcharts (all #3) with the heading 'How to Use Principles of Adult Learning'</li></ul>

### **Guidance:**

(15 min) **INTRODUCE** the session: *"Food production practices in Community Nutrition Garden is a lot about learning, not only about SHG women learning from you but also about you learning from the unique knowledge and experience that SHG women have. It is about creating a mutual learning partnership where together you come up with the best solutions to the agricultural issues the SHG women are experiencing."* Explain that since learning is such an important part of agricultural extension, it is worth looking into what helps adults to learn and what, on the other hand, hinders learning.

*Ask: "The way children are taught at many schools is to listen to what a teacher says and answer his/her questions. In your opinion, how effective would it be if we teach adult SHG women in the same way?"*

Reflect on participants' answers. Explain that the way adults learn best is different from the ways we might know from school.

*Ask: "Let's have a look at our own experience. Please take 5 minutes to discuss with the person sitting next to you when you learn the best. What helps you the most to learn new things? Record the key points in your notepad."*

Once the time is up, ask participants to share their experience. To make sure that the points are specific enough, encourage the participants to always say who is doing what, e.g. *"I learn well when the trainer shows some examples"* or *"I learn best when I can practice what I learnt."*

Record participants' answers on flipchart #1 – 'What Helps Adults to Learn'.

Reflect on what participants said. Explain that the experience they just shared gives a good idea of what we should do if we want SHG women to learn well.

(10 min) **EXPLAIN** that many people have studied how adults learn the best. They managed to identify several principles that help adults learn. Show these on flipchart #2 and explain them:

### 1. Motivation to learn:

SHG women need to be motivated to learn. This happens when they see that the learning content can help them address what they want and need – i.e., they feel that they can benefit from the learning process. This can be achieved by getting a good understanding of what they want to learn the most, using examples from real life situations and teaching SHG women practical things they can apply soon after the learning event.

### 2. Building on people's existing knowledge and experience:

By asking SHG women about what they already know, we are harnessing the unique knowledge and experience they have. We are also showing that we value what they know and intend to draw from it. This makes them feel more respected.

### 3. Active participation and engagement:

Most adults do not want to sit and listen to someone talking for a long period of time. They want to share their opinions, ask questions about what interests them, put into practice the things they have learnt, work on finding solutions to issues they are facing and do other activities where they can actively participate.

### 4. Practicing what was learnt:

People learn the best by doing, less by hearing or seeing. Practicing helps them understand how things should be done. It also makes it easier for them to remember. And it makes people feel that they are capable of doing what they just learnt, which is a good motivator. That is why it is important that new knowledge or skills are promoted at a time when people can (and should) use them.

## 5. Safe learning environment:

It is important that we manage to create an environment in which people feel safe expressing their opinions and experience. This can be done by treating people with respect, encouraging them to speak, showing appreciation for the things they do well, saying that it is okay if they make a mistake, avoiding criticism, and other supportive actions.

Ask: *"Which of the points I just explained would you like me to clarify?"*

(20 min) **EXPLAIN** that the participants will now have a look at how the principles of adult learning can be applied in their work.

Divide participants into groups of 6-7 each.

Ask them to brainstorm as a group what they are already doing or could start doing in their food production practices in Community Nutrition Garden work in order to follow each of these principles. Each group should record their suggestions on their own flipchart (#3). Allocate 10 minutes for group work.

Ask the groups to stick their flipcharts on a wall so that everyone can see them.

Ask the first group to present. Reflect on what they say. The remaining groups should present only those points that were not mentioned by the previous group(s).

If any of the following points were not mentioned, explain them to the participants:

- See yourself as a facilitator, not as a teacher. A good facilitator works with

what people already know and do instead of just "educating" them.

- Before you prepare a learning event, first talk to some of the participants about what they want to learn the most. You must understand and then address their needs.
- When you start to tell SHG women something, explain how it relates to their situations (e.g., by using an example) and how it can help them.
- Before talking about a topic, ask about SHG women' experience with it/opinions about it.
- Encourage discussion at all times.
- As much as possible, instead of just talking about something, demonstrate it to SHG women.
- Whenever possible, let people practice the promoted skills.
- In some cultures, during learning events where both women and men participate, women are uncomfortable asking questions or sharing their opinions in front of men. Enabling them to discuss things in a group of women only and then asking questions/ sharing opinions as a group can help.
- Acknowledge any good points that SHG women make and avoid criticising them for 'incorrect' responses.

Emphasise: *"The more you use such good practices, the more likely it is that your work will be effective and appreciated by SHG women."*




(5 min) **ASK:** *"What questions or comments do you have regarding how adults learn?"*



**BREAK (20 MIN)**



## 1.3 Barriers and Enablers to Change

 <b>Objective</b>	<p>Participants learn:</p> <ul style="list-style-type: none"> <li>– the main reasons why some SHG women do, and others do not follow the promoted practices</li> <li>– the role they play in helping SHG women practice effective agricultural practices</li> </ul>
 <b>Time Required</b>	<p>60 minutes</p>
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"> <li>– flipchart #1 with text:             <ol style="list-style-type: none"> <li>1) Which practice did you try to adopt?</li> <li>2) Why didn't you succeed? (the 'barrier')</li> <li>3) What would help you succeed? (the 'enabler')</li> </ol> </li> <li>– flipchart #2 with the heading 'Barriers' and flipchart #3 with the heading 'Enablers'</li> <li>– flipchart #4 with text: <i>The best thing you can do is to:</i> <ol style="list-style-type: none"> <li>1) Understand:                 <ul style="list-style-type: none"> <li>– SHG women' aspirations</li> <li>– agricultural issues they experience</li> <li>– which food production practices can address them?</li> <li>– barriers/enablers to the practices</li> </ul> </li> <li>2) Help them reduce the barriers and strengthen the enablers.</li> </ol> </li> </ul>

### **Guidance:**

(5 min) **INTRODUCE** this session: *"During this session, we will look into 1) why some SHG women do or do not follow good food production practices in Community Nutrition Gardens and 2) what your role is in increasing the adoption rate."*

Clarify that during this training you will frequently talk about "promoting agroecology food production practices in Community Nutrition Gardens". This involves not only practices suggested by field executives but also practices suggested by more progressive SHG women. Often, it is a combination – a food production practice for Community

Nutrition Gardens is selected through discussions between the field executives and SHG women (and through testing in the field).

Explain that you will be using two terms that everyone should understand well:

- **“Barriers”** are the factors that prevent SHG women from following a food production practice in Community Nutrition Gardens, such as limited resources (e.g., labour, money, materials), lacking skills or low confidence in the effectiveness of a food production practice.
- **“Enablers”** are the factors that motivate and help SHG women to follow a food production practice for Community Nutrition Gardens, such as belief that a practice brings certain benefits or having support from an extension worker.

Say: *“But before we start talking about supporting other people in adopting new practices, let’s first look at our personal experiences with adopting new practices.”*

(10 min) **TELL** the participants that you have a task for them. Show **flipchart #1** and explain the instructions:

- 1) Think of **something you wanted to start doing** in your life, but you did not succeed. It can be a food production practice in Community Nutrition Garden or anything else that you wanted to do (give participants time to think).
- 2) Think about **why you did not succeed** in following the practice – what was holding you back, what was the main ‘barrier to change’? If you want, you can write the reason in your notepad.
- 3) Now think about what **would have**

**helped you the most to adopt the practice** – what would be the main ‘enabler’ to change? Again, you can write the answer in your notepad.

To ensure that participants understand the task well, give them a real example from your own life. For example: *“I wanted to save money regularly, but I had competing needs which made it difficult to do so. It would have helped me if I had been better able to prioritise what to spend my money on.”*

Give the participants a few minutes to think of their own examples. Then, ask them to present these (at least a third of them should present).

When participants finish presenting, ask how many of them did not follow the practice because they had not heard about its benefits. Most likely, all participants were aware of the benefits. Explain that, in the same way, when SHG women do not adopt a food production practice, it is usually not because they are unaware of its promoted benefits – i.e., lacking awareness is not the main barrier to change. There are often other reasons.

(20 min) **ASK**: *“In your experience, what are the main reasons why some SHG women do not adopt the food production practices that people like you promote?”*

Record answers on **flipchart #2** under the heading ‘Barriers’. If someone provides an answer that is too general, such as, *“Because SHG women are lazy”*, consider probing further, such as: *“Okay, being lazy means that they do not want to do it. But why? What could be the main reason?”*

Summarise the recorded 'barriers. If any of the following are missing, add them to the list and explain them:

- SHG women lack the **resources** needed to use the practices – it can be material (e.g., money, seeds) but also non-material, such as limited labour or lack of time; women often have less access to resources than do men
- lacking **knowledge or skills** on how to use the food production practices in Community Nutrition Gardens (or a lack of confidence in using the skills they have)
- (related to the point above) – SHG women learnt how to use the food production practices in Community Nutrition Gardens but they then **forgot**
- SHG women think that it is **too difficult** to follow the food production practices in Community Nutrition Garden
- SHG women think that **something negative might happen** as a result of using the food production practices in Community Nutrition Gardens (e.g., replacing chemical fertilisers with organic ones will result in a smaller harvest)
- SHG women think that they have more pressing priorities/**other needs**
- SHG women are **reluctant to take risks** (e.g., to use different types of seeds)
- someone within the household **disagrees** with adopting the agricultural practice – e.g., you train women to grow nutrient-rich crops, but the husband disagrees with growing such crops

- **Habits/customs** – SHG women say, *"Our families have been doing this for generations and they were fine, so why should we do something differently?"*
- SHG women **do not believe** that the practice is effective – e.g., that natural farming can also provide a good harvest
- SHG women think that they are **not vulnerable** to the issue that the practice prevents – e.g., thinking that it is unlikely that their cassava could be affected by a disease that cause the leaves to wilt

Summarise: *"As we can see, lacking knowledge is just one of the many 'barriers' to change. There are many other reasons why SHG women sometimes do not use the agro-ecology driven food production practices that we promote."*

Important: Explain that sometimes the issue is not that SHG women experience barriers but that the promoted practice is not relevant to their context and to what they actually need. In such a case, it is the promoted practice that needs to be changed (i.e., it is not about addressing barriers).

(15 min) **EXPLAIN:** *"There are many 'barriers' but there are also many things that motivate and help SHG women adopt food production practices in Community Nutrition Gardens. We call them 'enablers.'" Ask participants to discuss examples of such 'enablers' with the people sitting at their table. Allocate 5 minutes.*

After 5 minutes, ask participants for examples of 'enablers. Record answers on flipchart #3 with the heading 'Enablers'. If any of the following are missing, add them to the list and explain them:

- SHG women can see or ideally experience the **benefits** of using the food production practice in Community Nutrition Gardens
- SHG women do not see **any major disadvantage or risks** related to using the practice
- it is **not too difficult** to use the food production practice in Community Nutrition Gardens (e.g., SHG women have the skills, labour, etc.)
- SHG women know that **other SHG women are using** the food production practices in Community Nutrition Gardens and are satisfied with it
- CRPs and field executives use a "**household approach**", engaging both women and men and in so doing, reduce the risk that one of them is not supportive of using the food production practice in Community Nutrition Garden

Post the flipcharts with listed barriers and enablers on a wall and keep them there throughout the training.

(5 min) **CONCLUDE** by saying that as the participants can see, there are many things that prevent SHG women from using the promoted food production practices (the

'barriers') and many things that help SHG women to use the practices (the 'enablers'). In such situations, it is important that extension workers understand what their role is. Show flipchart #4 and explain that their main tasks are to:

1) understand:

- what SHG women's aspirations are (e.g., commercial vs. largely subsistence farming)
- what food production issues they face in achieving these aspirations
- which food production practices could address these issues (including any need for adapting the practices to the local context)
- what barriers and enablers to adopting these practices some SHG women experience; and then

2) help SHG women reduce the barriers and strengthen the enablers to adopting these practices

Explain that later in the day you will discuss how to understand SHG women's needs as well as the barriers and enablers they experience.

(5 min) **ASK:** *"What would you like to ask about or comment on before we move on?"*






**LUNCH BREAK (60 MIN)**





## 1.4 How to Facilitate Change of Food Production Practices in Community Nutrition Gardens

 <b>Objective</b>	Participants understand the benefits of using discussion and negotiation-based approaches to change and/or understand the main steps involved, as well as skills they need to apply those steps well.
 <b>Time Required</b>	70 minutes
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"><li>- handout “Different Ways of Promoting agroecology-driven food production practices in Community Nutrition Gardens” (see annex 4.2)</li><li>- flipchart #1 with the heading ‘Advantages of Approaches Based on Discussion’</li><li>- handout ‘Role Play – Negotiated Change’ (see annex 4.3)</li><li>- agree with two volunteers to act out the role play described in the handout ‘Role Play – Negotiated Change’ (ensure that they read and prepare for it in advance)</li><li>- one set of cards from handout ‘Illustrated Steps in the Process of Negotiated Change’ per group of participants (see annex 4.4)</li><li>- handout ‘Steps in the Process of Negotiated Change’ (see annex 4.5)</li><li>- handout ‘Ten Key Skills We Need’ (see annex 4.6)</li></ul>

### **Guidance:**

(15 min) **INTRODUCE** the session by saying: *“In this session, we will talk about how we can promote agroecology driven food production practices in Community Nutrition Garden in an effective manner.”*

Distribute the **handout** “Different Ways of Promoting agroecology-driven food production practices in Community Nutri-

tion Gardens” and ask the participants to read it (if some participants have difficulties reading, explain it instead). Once they have read it, ask them: *“Which approach will be more effective? Why do you think so?”*

Discuss the answers and record the key reasons for why the second approach is likely to be more effective and why the participants should use it (record these on



**flipchart #1** under 'Advantages of Approaches Based on Discussion'). If any of the following points were not mentioned, explain them:

- It helps us understand SHG women's needs.
- It helps us establish a relationship with the SHG women.
- It is more likely that we and the SHG women will come up with the best possible solution together, as we are using our combined knowledge, experience, perceptions, and aspirations.
- SHG women tend to learn better from the experience of other SHG women who live in the same area.
- We show interest in what the SHG women think and do, which can make them feel respected and more open to any suggestions that we might make.

(10 min) **EXPLAIN** that in agricultural extension work there are different approaches using discussions. The one you would like to explain is called 'Negotiated Change'. It is based on using eight steps. Say: *"Two volunteers will now do a role play where this approach is used. Your task is to listen to the role play carefully and try to identify what the eight steps are. If you like, you can write them down."*

Ask the two volunteers to act out the role play provided in the **handout** "Role Play – Negotiated Change".

After the role play, ask participants to tell you what the different parts of the dialogue were, including: *"What happened first? Who did what? Then what happened?"* Whenever they mention one of the steps, highlight it.

(10 min) **EXPLAIN** that the participants will

now play a quick game to understand what the eight steps used by the Negotiated Change approach are. Distribute the eight cut out cards to each table from the **handout** 'Illustrated Steps in the Process of Negotiated Change'. Explain that each card represents one step in the process. Ask the participants to put these steps in the correct order – as demonstrated in the role play.

Once participants are done, distribute a copy of the **handout** 'Steps in the Process of Negotiated Change' to each participant. Ask them 1) read the text first and then 2) with their group members compare the order they have with that in the handout. Ask participants for questions and clarify any misunderstandings.

(20 min) **EXPLAIN** that the participants will now practice using the Negotiated Change approach in a role play. Ask them to divide into pairs and agree on who will act as a field executive and who will act as a farmer. The field executives/CRPs should take a few minutes to prepare for meeting the 'SHG women'; the 'SHG women' should decide what food production issue s/he experiences (and should be addressed during the role play). During the role play, the 'field executive'/CRP can use the provided handout summarising the eight recommended steps. Go around and observe the role plays. When participants finish the exercise, discuss their experience and opinions on using the approach:

- *"How did the exercise go? What went well and what was difficult?"*
- *"What do you think about using the Negotiated Change approach?"*

(5 min) **EXPLAIN** that a key aspect to promoting food production practices in Community Nutrition Gardens is the need for longer-term support to using and, whenever

needed, adapting the food production practices. Many practices should not be adopted “as they are” but tested and adapted to the SHG women’s context. The field executive/CRP can support the process of testing and adapting (often repeatedly) the food production practice in Community Nutrition Garden until it works well in the local context (or is replaced by another, more suitable practice).

Ask participants whether anyone would like to share their experience with supporting SHG women in testing and adapting food production practice in Community Nutrition Garden. Reflect on what they share.

Emphasise that follow-up support is one of the most important parts of the Negotiated Change approach and that we must give it the attention it deserves.

(5 min) **EXPLAIN** that if we want to use the approach effectively, there are 10 key skills that we need to have and be able to use well. Distribute the handout listing the skills and introduce them to the participants:




1. understanding SHG women’ needs and which practices can address these needs
2. respecting SHG women and ensuring that they respect us
3. identifying and promoting so called ‘small doable actions’
4. using the right types of questions
5. listening well to what SHG women say
6. facilitating a discussion among SHG women
7. verifying whether SHG women understand what was shared
8. giving a good talk
9. doing an effective Community Nutrition Garden visit; and
10. conducting field demonstrations

Explain that people who have and use such skills are more successful in promoting food production practices in Community Nutrition Gardens. Therefore, the rest of the training will be dedicated to helping the participants gain these skills.

(5 min) **ASK:** *“What questions do you have regarding what we discussed during this session?”*



## 1.5 Understanding SHG Women's Needs

 <b>Objective</b>	Participants learn how to understand SHG women's needs relating to agricultural/horticultural advice. They also know why it is important to use such an understanding when supporting SHG women.
 <b>Time Required</b>	50 minutes
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"><li>- flipchart #4 from session 1.3</li><li>- flipchart #1 with the following text:<ul style="list-style-type: none"><li>- <i>Questions to understand enablers and barriers:</i><ul style="list-style-type: none"><li><i>What do you think about using [specify the practice]?</i></li><li><i>What would make it difficult to [specify the practice]?</i></li><li><i>What could make it easier to [specify the practice]?</i></li><li><i>What do you think would happen if you [specify the practice]?</i></li><li><i>To what extent do you think that [specify the practice] can help with [specify the agronomic issue]?</i></li></ul></li></ul></li><li>- handout 'Selecting food production practices in Community Nutrition Garden' (see annex 4.7)</li></ul>

### **Guidance:**

(10 min) **INTRODUCE** the session by saying that in the morning we learnt that one of the best things that the participants can do is to make sure they understand SHG women's needs well. During this session, we will discuss this topic in greater detail.

Say that in the session before the lunch break, we learnt that there are four key things that we need to understand well. Ask: *"Can anyone recall them?"* (ensure that flipchart #4 is not visible). Respond to what the participants say. Show **flipchart #4** and summarise the four key things we need to understand as:

- 1) What are the SHG women's aspirations?
- 2) What agricultural issues do SHG women face in achieving these aspirations?
- 3) Which food production practices in Community Nutrition Garden could address these issues? (including any need for adapting the practices to the local context)
- 4) What do the SHG women see as the main barriers and enablers to adopting these practices?

Ask: *"In your opinion, what happens when people like you do not manage to understand these needs well?"* Reflect on what

the participants say. If any of the following points was not mentioned, explain it to them:

- the advice we provide might not be useful, because it is different from what SHG women need
- SHG women might be less motivated to listen to us, because they feel that we do not understand them or are wasting their time
- SHG women might be less motivated to join the next meeting
- SHG women will not share what they learnt with their family members and peers

Point to **flipchart #4** and explain that having a discussion with SHG women and observing their food production practices in Community Nutrition Gardens are the best ways to understand their food production-related aspirations and the issues that they face in achieving these aspirations.

(15 min) **EXPLAIN** that once we know what issue SHG women experience, we need to understand which practices could help them address the issue. Show **handout** 'Selecting food production practices in Community Nutrition Garden' and say that it describes how we can gain such an understanding. Ask the participants to read it and explain that you will then discuss it together (if some participants have difficulties reading, explain its content instead). Once the participants have read the handout, discuss what they think about the steps it recommends.

Emphasise that the choice of which food production practices in Community Nutrition Garden will be recommended should be made based on a discussion with SHG women, where the SHG women and the field executives/CRPs together agree on what

the best solution could be. If needed, the field executives/CRPs can then support SHG women in using the agreed solution.

(5 min) **EXPLAIN** that in the previous session, we agreed that the use of discussion can help us understand what SHG women see as the main barriers and enablers to adopting the promoted agricultural practices. There are several questions that we should use when having a discussion on this topic. Point to **flipchart #1** and explain the recommended questions, using examples of food production practices in Community Nutrition Garden. Mention that later during the training the participants will practice using the questions.

(5 min) **CONCLUDE:** *"Understanding 1) SHG women' aspirations; 2) which food production issues prevent them from achieving these aspirations; 3) which food production practices can help them address the issues in the Community Nutrition Gardens; and 4) what is preventing them from using these practices, is the basic knowledge that each of us needs to have. The better we understand SHG women's needs, the more we can help them."* Ask: *"What would you like to ask about or comment on before we move on?"* Respond to what the participants say.

(10 min) **EXPLAIN** that the word 'SHG women' is very broad and it encompasses different types of people who might have different needs. Let me give you a few examples.

Ask: *"Who cultivates crops and raises animals – is it the men or the women?"* Most likely, the participants will correctly say that both women and men do farming work.

Then, ask: *“Do you think that women and men see their food production needs in the same way or that they might have different needs?”* Reflect on what the participants say. Explain that there are some food production needs that both women and men have. At the same time, some of the needs of women and men are different. This is because:

- they are doing different types of work – e.g., women do the sowing, men do the ploughing
- they might have different interests – e.g., men might be interested primarily in cash crops whereas women might also be interested in growing nutritious crops for household consumption

Emphasise that this means that the participants cannot assume that women and men have the same aspirations and the same needs. If they want to do food production work well, they must talk separately to women and to men about what their aspirations and needs are.

Explain that similar differences might exist between poorer and better-off SHG women – their needs will not be the same. The participants need to understand the differences and adjust their work accordingly.

Emphasise that understanding the needs of different SHG women is one of the best things the participants can do. It enables them to provide the support that SHG women appreciate and that in turn helps them improve their food production, livelihoods, and nutrition, which is what we want the most.




(5 min) ASK: *“What would you like to ask about or comment on?”*



**BREAK (20 MIN)**



## 1.6 Respecting and Being Respected

 <b>Objective</b>	Participants are motivated and capable of communicating in a respectful manner. They also know what they can do to make it more likely that SHG women respect them.
 <b>Time Required</b>	45 minutes
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"><li>- flipchart #1 with the heading 'How Can We Show Respect?'</li><li>- flipchart #2 with the following questions:<ul style="list-style-type: none"><li>o <i>Why is it that some SHG women sometimes do not respect field executives/CRPs?</i></li><li>o <i>What can field executives/CRPs do to make it more likely that SHG women respect them?</i></li></ul></li></ul>



### **Guidance:**

(15 min) **INTRODUCE** this session by explaining that it focuses on how to show respect to SHG women and how to increase the likelihood that SHG women respect us. Start with reflecting on the participants' personal experience. Ask them: *"How do you feel when you sense that someone does not respect you? What do you think about the person?"* Reflect on the participants' answers – highlight the importance of showing respect to the SHG women we work with.

Ask the participants: *"What can you do to show respect to the SHG women you work with?"* Reflect on their suggestions and record the answers on **flipchart #1**. If any of the following points were not mentioned, explain them to the participants:

- being on time
- asking SHG women about their opinions and listening to them carefully
- trying to understand, appreciate and use what SHG women already know and do

- learning what SHG women need the most and responding to these needs
- being polite and patient
- giving attention to the opinions, questions and needs of different types of SHG women (women and men, older and younger, poorer, and better-off) – encouraging and showing appreciation for their participation
- respecting cultural norms (e.g., giving elders the respect they traditionally have in the society)
- acknowledging when you do not have an answer (and saying that you will find the required information if possible, and then fulfilling the promise)
- being clear about what support you can and cannot provide and avoiding any false promises

Ask the participants: *“What happens when we show respect to SHG women in these ways? How does it influence our work?”*

Discuss their answers and explain that when SHG women feel respected, they are more comfortable with sharing their ideas and learning new things. This makes our work more effective.

(5 min) ASK: *“Are there any forms of showing respect that could actually hinder learning?”*

If not mentioned by the participants, explain that some forms of respect can actually hinder learning. For example, SHG women might disagree with something we or someone else said or did, but out of respect for that person, they do not say anything. As

a result, an important learning opportunity is missed. Ask: *“What can we do to avoid this from happening?”* Reflect on what the participants say. Emphasise the importance of encouraging SHG women to tell us what they actually think and showing appreciation when they do so.

(20 min) EXPLAIN that the topic of respect is not just about the participants respecting SHG women but also about SHG women respecting them. If SHG women do not respect them much, they might not be open to their advice. Therefore, we will now look into the topic of SHG women respecting or not respecting extension workers. Ask some of the participants to swap places with participants sitting at other tables, so that the composition of the groups change. Show and explain the two questions written on flipchart #2. Ask half of the tables to discuss their answers to the first question and the remaining ones to discuss their answers to the second question.

When the time is up, ask a group to present its answers to the first question. The remaining groups should add any missing points. Then ask a group to present their answers to the second question. The remaining groups should add any missing points.

Reflect on what the participants say. If any of the following points relating to the second question (on how to be respected) weren't mentioned, explain them to the participants:



- Field executives/CRPs should treat SHG women respectfully, using the 'good practices' that were discussed today – if they respect SHG women, it is more likely that SHG women will respect them.
- They should acknowledge that when it comes to some topics, there will be some SHG women who are more experienced than they are. They should show appreciation for and use the experience of these SHG women.
- When a Field executive/CRP does not know something or is not sure, s/he should be honest about it. It is not their role to know everything. They can find the lacking knowledge (from other SHG women/colleagues/Internet, etc.) and then discuss it with SHG women.
- If s/he has good knowledge and skills but is not respected due to gender or age, s/he can focus on working with SHG women who do appreciate her/his support (with the assumption that others will gradually also show more respect).
- Field executives/CRPs should act as role models in terms of their farming and in how they behave, as both of these influence how respected they are by SHG women.

(5 min) **TO CONCLUDE**, ask participants whether there are any points from what was discussed that resonated with them and they would like to use in their work. Thank people who share their 'plans'.

Ask participants whether they have any questions or comments.





## 1.7 Wrap-Up



(15 min) **WRAP UP** the day by asking the participants to share with others what main learning points they are taking away with them from the day (first give them some time to think about it). Reflect on what they say, highlighting any important points.

If there are any points in the parking lot, address (some of) them.

Explain the programme for the next day and encourage everyone to be on time.

Tell the participants that you want to make sure that the rest of the training is as useful as possible for them. Therefore, you would like them to share their suggestions on what could be improved and how. Ask them to use a page from their notepad to give their feedback on the training day (it can be anonymous) and show them where to put it as they leave the training room.








DAY 2





## 2.1 Review of First Day

 <b>Objective</b>	Remind participants of the key lessons from the previous day and prepare them for learning new things.
 <b>Time Required</b>	40 minutes
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"><li>- document 'List of Review Questions' (see annex 4.8)</li><li>- flipchart #1 with the heading 'How to Provide Feedback', including the following instructions:<ul style="list-style-type: none"><li>o <i>How did it go?</i></li><li>o <i>I liked ...</i></li><li>o <i>What if ...? or How about ...?</i></li><li>o <i>Thank you.</i></li></ul></li></ul>

### **Guidance:**

(2 min) **WELCOME** participants. Tell them that today they will be learning new things but also practicing what they learnt yesterday.

Explain the agenda for today.

(25 min) **EXPLAIN** that the participants will play a simple game that will energise them for new learning and will also remind them of what they learnt so that they can build on it today.

Ask participants to stand in a large circle.

Explain that during the game the participants will be passing a "clap" round the circle. Each person can *clap once* and pass the clap in the same direction or *clap twice* and change the direction of the clap. Their task is to pass the clap as quickly as possible. When someone gets it wrong (e.g., claps when s/he was not supposed to or if s/he forgot to clap), that person will be asked a question from the document 'List of Review Questions' (Day 1).

If s/he does not know the answer, they should ask others for advice. If s/he provides an incorrect answer, they should ask others for their opinion on

a correct answer. The game then continues until all questions are completed. If the participants do not make many mistakes, encourage them to clap faster.

At the end of the game, when participants return to their seats, explain that such simple exercises make a learning event more enjoyable for people. It also allows the trainer to check to what extent people understand what was shared with them.

(5 min) **ASK** participants what they would like to clarify regarding the topics you

covered yesterday. Together with the participants, clarify whatever is not clear.

(5 min) **EXPLAIN** that today the participants will practice a lot of what they have learnt. A part of it is observing other participants and then providing them with constructive feedback. Explain that telling people how well they have done their work can be sensitive. Therefore, it is important that we are able to do it well. Show flip-chart #1 and explain that providing good feedback involves the following four steps:



Ask the person whom you observed what s/he thinks about how well s/he did during the activity, e.g., using the question "How did it go?" Such a step makes the person reflect on her/his performance, allowing her to point out possible weaknesses (instead of you telling them).



Say what you liked about her/his performance, starting by saying "I liked that ...".



Only then should you focus on any weaknesses that you observed. To make sure that they are presented sensitively and to help the person improve, you should present the weaknesses as positive suggestions of what the person can improve and how. Start by saying "What if you ..." or "How about ...". Hearing such suggestions for improvement can give the person receiving feedback clear advice on how to improve her/his performance.






The person receiving the feedback should just respond with a polite thanks.

Explain that in the upcoming session participants will practice giving feedback. Stick the flipchart on the wall so that participants can refer to it in the following sessions.

(3 min) **ASK** for questions.



## 2.2 Identifying and Promoting Small Doable Actions

 <b>Objective</b>	Participants know how to break down the task of adopting a food production practice into 'small doable actions' that 1) SHG women find feasible to implement and that 2) bring them closer to trying (and later perhaps also adopting) the promoted practice.
 <b>Time Required</b>	25 minutes
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"><li>- flipchart 'Barriers' from session 1.3</li><li>- flipcharts with the following situations written on them (one point per flipchart):<ul style="list-style-type: none"><li>o flipchart #1: <i>SHG women are afraid of using a new variety of brinjal seed, as they are not sure whether it will result in a good harvest.</i></li><li>o flipchart #2: <i>Women say that they would like to grow the promoted, orange-fleshed sweet potatoes but their husbands are not keen on it.</i></li><li>o flipchart #3: <i>SHG women think that mulching is too time consuming and is not worth the effort.</i></li></ul></li></ul>

### **Guidance:**

(10 min) **INTRODUCE** the session by saying that as you discussed in the morning, there are many things that prevent SHG women from practicing the promoted food production practices. Point to flipchart 'Barriers' and remind people of some of the main barriers. Explain that if SHG women feel that it is too difficult to follow a food production practice, it is much less likely that they will adopt it.

Explain: *"In such a situation, your first task is to understand why they feel that it is difficult. Once you understand this you can break the seemingly difficult task of adopting a food production practice into smaller steps that SHG women find manageable and that bring them closer to adopting the practice. Such steps are sometimes called 'small doable actions'. Explain the following examples:*

Situation	Possible Small Doable Action
You are promoting the use of organic pesticides for the protection of vegetables. However, some SHG women say that they are not effective. Thus, the barrier to using the practice is limited belief in its benefits.	Discuss with the SHG women the possibility of testing the use of organic pesticides on only a small plot of land. See if they think this is doable. If so, discuss any support they need in order to test.  The testing is the 'small doable action' that – if it has a positive result – can reduce the perception that organic pesticides are not effective and can motivate SHG women to follow this practice.
You are promoting the use of indigenous seed. However, some SHG women say that indigenous seeds are less productive. Thus, the perception of low productivity is the barrier to using the practice.	Discuss with the SHG women the idea of visiting another community member who has used indigenous seeds in CNG/their land, so that they can ask how much production they are getting through using of indigenous seed. If they agree, visit the farmer and together compare the production.  The agreement to talk to someone about the benefits he gained is the 'small doable action' that can motivate SHG women to try the inoculants on their own soya beans.

As another example, ask the participants to recall the role play from session 1.4, where a SHG lead women promoted the use of organic pesticides. Ask: *"What small doable actions did the SHG women leader promote to help the SHG woman in tackling pests through organic pesticides?"* If participants cannot recall, remind them that the small doable actions were 1) asking her to talk to her neighbour about the effect of applying organic pesticides and 2) join a meeting of CNG members and learn from them.

(15 min) EXPLAIN that to help the participants understand this topic well, they will do a quick exercise:

- explain the first situation written on **flipchart #1** and ask participants to discuss it in pairs and make notes on what small doable action they would propose using
- continue this way with the remaining

situations described on **flipcharts #2 and #3**




- then ask whether any pair would like to share one of their small doable actions
- ask other groups to provide feedback (provide your feedback as well if needed)

Summarise by saying that the 'small doable actions' are small steps that help address some of the barriers that prevent SHG women from following the promoted food production practice. By reducing the barriers, they bring SHG women closer to adopting the given practice. Remind participants that the steps must be doable from the SHG women' (i.e., not our) point of view.

Ask:

- *"What do you think about using small doable actions?"*
- *"What would you like me to clarify?"*

## 2.3 Using the Right Questions

 <b>Objective</b>	Participants understand the advantages of asking open-ended questions and are able to use them.
 <b>Time Required</b>	50 minutes
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"> <li>- handout 'Different Ways of Asking a Question' (see annex 4.9)</li> <li>- flipchart #1 with the following examples of closed-ended questions: <ul style="list-style-type: none"> <li>- Is your brinjal growing well?</li> <li>- Do you like the idea?</li> <li>- Will you start using intercropping?</li> <li>- Do you understand what I just explained?</li> </ul> </li> <li>- flipchart #2 with the heading 'Practicing Open-Ended Questions' and the following instructions: <ul style="list-style-type: none"> <li>- select a food production practice</li> <li>- divide into roles: 1 SHG Woman /, 2-3 field executives, 2-3 observers</li> <li>- role play: use at least 8 open-ended questions to understand barriers and enablers</li> <li>- provide feedback</li> </ul> </li> <li>- flipchart 'How to Provide Feedback' from session 2.1</li> </ul>



### **Guidance:**

(10 min) **INTRODUCE:** *"Yesterday we agreed that if we want to be effective in our work, we need to understand what prevents SHG women from using a food production practice that can address their needs. This means that we need to ask them about these practices."*

**Explain:** *"Asking questions might seem easy but I would like to show you how some types of questions can give us much better information than others."*

Distribute **handout** 'Different Ways of Asking a Question'. Ask participants to read it individually and try to identify the difference between the questions in dialogue A and dialogue B. Alternatively, if participants have difficulties reading, you can role play the dialogues with one of the participants.

Ask: *"What is the main difference they see between the questions in dialogues A and B?"* Listen to a few responses. If not covered by participants, add:

- the questions in dialogues A are so called "closed-ended questions" (starting with 'Do you...' or 'Are you...') where the 'typical' answer is usually only 'yes' or 'no'; furthermore, such questions often lead the respondent into giving a certain answer (so called 'leading questions')
- the questions in dialogues B are primarily so called "open-ended questions" (starting with 'What ...', 'How ...') that usually result in receiving a more detailed answer

Ask: *"Which type of questions will give you a better understanding of SHG women's experiences and opinions?"* Once someone answers, ask them why they think so. Reflect on what s/he says and explain why open-ended questions are better at understanding SHG women's perceptions.

(5 min) **EXPLAIN** that as it is important that the participants are able to use open-ended questions, they will practice their use now. Show **flipchart #1** with examples of closed-ended questions, read them and ask for volunteers to change them to open-ended questions. If someone does not provide a correct answer, ask others how they would ask the question. Provide your own feedback as needed.

(30 min) **BY** this point, the participants should understand how to create a good open-ended question. Therefore, explain that now they will practice using open-ended questions through **role plays**. Divide participants into groups of 6-7 participants each. Then point to **flipchart #2** 'Practicing Open-Ended Questions' and explain the following instructions:

- ask the participants to **select a food production practice** they commonly promote
- ask them to split into the following **roles**: one participant acting as a 'SHG Woman', 2-3 participants acting as 'field executive or CRP' and the remaining participants acting as 'observers'
- once they have their roles, explain the tasks and ask whether any clarifications are needed:
  - o the task of the 'SHG woman' is to think of reasons why s/he does not follow the selected food production practice (s/he should not share these reasons with anyone before the role play starts)
  - o the task of the 'field executive/CRP' is to use as many open-ended questions as possible in order to understand why the 'SHG woman' does not follow the selected food production practice (i.e. the barriers) and what would help her/him to start following it (i.e. the enablers)
  - o the task of the 'observers' is to monitor whether the 'food production practice' use open-ended questions whenever they can help; if not, they should make a note of it
- once the role play is over, the 'observers' and the 'shg woman' will provide **feed-**



**back** focusing on the extent to which the 'field executive/CRP' used open-ended questions (not on anything else), using the method they learnt in the morning (point to the flipchart that explains how to give feedback)

- once the first round of role plays is over, ask participants to **change roles** so that everyone can act at least once as a 'field executive'
- in total **20 minutes** is available for this exercise

Go around the groups and observe the role plays and especially the provided feedback.

Once the 20 minutes is over, ask the participants how the role plays went and what they think of using open-ended questions. Reflect on what they say.

Encourage participants to keep using open-ended questions whenever they need to understand what SHG women think and how they feel about a given food production practice.




(5 min) **ASK:** *"Is there anything you would like to comment on or ask about?"*



**BREAK (20 MIN)**



## 2.4 Listening Actively

 <b>Objective</b>	Participants understand the importance of active listening and know what techniques they can use when listening and responding to what SHG women have said.
 <b>Time Required</b>	35 minutes
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"><li>- flipchart #1 with the following question: How do SHG women feel when they sense that you have not listened to them properly?</li><li>- flipchart #2 with the following question: What do you think you must do in order to listen properly?</li></ul>

### **Guidance:**

(15 min) **WHEN** starting the session, DO NOT say that it focuses on people's listening skills. Instead, tell participants that they will now do a quick speaking exercise and explain the following steps:

- 1) Ask people to divide into groups of four and decide on roles – one person will be the 'speaker', the others will be 'listeners'.
- 2) Ask the 'speaker' to tell the 'listeners' what s/he cares about in life (what is really important for her/him). The talk should last 3 minutes.
- 3) Give the 'speakers' a few minutes to prepare their talk and then start timing the 3 minutes.
- 4) Once the time is up, randomly select one 'listener' in each group and ask them to repeat as accurately as possible the main ideas/information that the 'speaker' shared.

5) Then, ask everyone to come back together and ask the 'speakers':

- o *Which of the ideas that are important to you did the listener repeat well?*
- o *Which of the ideas that are important to you did the listener not repeat correctly?*

6) It is likely that some 'speakers' will say that the 'listener' did not manage to accurately capture what they shared. In such a case, facilitate a discussion using the following questions:

- o *"Why do you think the listener did not manage to accurately capture what you said?"*
- o *"What are other reasons for why people sometimes do not listen well?"*

Conclude the exercise by saying that as we could see, listening carefully is not easy. It requires paying attention to what the person is saying and trying to understand it. At the same time, active listening is important for the work that we are doing.

(15 min) Point to **flipchart #1** and ask the participants: *"How do SHG women feel when they sense that you have not listened to them properly?"* Reflect on what the participants say. If any of the following points were not mentioned, explain them:

- they might feel that the person does not understand them
- they might feel that the person is not interested in what they are saying
- they might be frustrated
- they might not feel respected
- they might be less willing to share any additional information

Point to **flipchart #2** and ask the participants: *"Let's now have a look at how we can listen properly. In your opinion, what should we do to listen properly?"*

- pay attention to what the other person is saying
- avoid doing other things or thinking about other things
- avoid thinking so much about your response that you do not know what the other person is saying

Explain that it is important not only that we listen actively but also that the person who is talking knows that we are listening. Ask:



*"How can we show that we are listening to what a person is saying?"*

- making eye contact and nodding the head (if culturally appropriate – not always the case)
- assuming an open posture (i.e., positioning the body with the torso leaning towards the speaker)
- giving brief verbal responses ("uh huh", "yes", "hmm")

Ask: *"What can we do when we are not sure whether we understood correctly?"*




- we can ask clarifying questions, such as: *"What did you mean by ...?"*
- we can also restate in our own words what the speaker said, using statements such as: *"what I hear you saying is..."* or *"so if I understand you correctly..."*
  - this method can also encourage the speaker to go into greater detail

(5 min) **CONCLUDE:** *"The main benefit of listening actively is not only that we can better understand what people say but we can also show them that we are able to see things from their point of view. On the other hand, if we want to make sure that people are listening to us, one of the best ways is to use the good practices promoted during this training, such as responding to what SHG women actually need, showing them respect, facilitating good discussion or speaking well."*

Ask: *"What would you like to comment on or ask about?"*



## 2.5 Facilitating a Discussion

 <b>Objective</b>	Participants understand how to facilitate a discussion effectively.
 <b>Time Required</b>	100 minutes
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"><li>- flipchart #1 with the heading DO, flipchart #2 with the heading DON'T</li><li>- flipchart #3 with the following instructions:<ul style="list-style-type: none"><li>o 1 facilitator (volunteer); others act as SHG women</li><li>o act out a 10 min role play using a provided scenario</li><li>o SHG women provide feedback using the 4 steps</li><li>o scenario: Some SHG use indigenous seeds but most SHG women do not. You want to understand what the main 'barriers' and 'enablers' are.</li></ul></li><li>- (note: feel free to change the situation so that it is more relevant to the local context)</li><li>- flipchart 'Questions to Understand Enablers and Barriers' from session 1.5</li><li>- flipchart 'How to Provide Feedback' from session 2.1</li></ul>

### **Guidance:**

(5 min) **INTRODUCE** this session by explaining that it focuses on learning how to facilitate a good discussion with a group of SHG women.

Ask: *"Yesterday we talked about the advantages of using discussion when we promote food production practices. Can someone recall what these advantages are?"* Reflect on what the participants say. If any of the following points were not mentioned, explain them:

- As we learnt yesterday, adults do not want just to be told what to do. They want to share their opinion and talk

about it with other people. A discussion gives them the opportunity.

- SHG women tend to have a wealth of practical experience which they can share during discussion.
- The person who is facilitating a discussion on a topic does not need to know everything about the topic, as other people can also share their knowledge. The role of the facilitator is more about asking the right questions, which can take some of the pressure off her/him.
- It helps the person facilitating the discussion understand how the participants think about the given topic, which

in turn helps with identifying different enablers and barriers.

- Discussions are often more engaging, so people tend to pay more attention.
- People may be more likely to accept what comes out of a discussion than what we tell them.
- On many occasions, peers' experience and opinions rate much higher in SHG women' minds than advice provided by an field executive.

(5 min) **EXPLAIN** that there is often a misunderstanding about what a discussion is. Many so-called discussions are not really discussions, but rather occasions when someone gives a talk and then asks or answers questions. A good discussion should be a process of talking about something where:

- the person facilitating the discussion does not dominate the process
- every participant feels free to share her/his views, irrespective of who they are (e.g. woman/man)
- anyone may ask or answer questions
- there is a clear purpose to the discussion (e.g. to clarify a topic or exchange ideas)

(30 min) **SAY:** *"Discussion is often a very effective method for understanding a given issue, to explore what SHG women think about possible solutions and for agreeing with them on trying one or more solutions. That is why it is important that you are able to facilitate a discussion. We will now do an exercise that will give you some practical tips on how to do it well."*

Divide people into two groups and then give the following instructions:

- *"Imagine that each of you is supposed to facilitate a group discussion on producing nutritious vegetables with a group of SHG women."*
- *The task of the first group is to brainstorm what you **SHOULD** be doing to facilitate the discussion well. The task of the second group is to brainstorm what you **SHOULD NOT** be doing."*
- *Write the main DOs/DON'Ts on a flip-chart."*
- *You have 15 minutes."*

Ask: *"What would you like me to clarify before you start?"*

Answer any questions and then give **flipchart #1** to one group and **flipchart #2** to the second group.

Go around the groups and observe their work. If you see that they have misunderstood the task, provide clarifications. If you see that they are talking about a different topic or are spending too much time on discussing a certain point, encourage them to focus on brainstorming additional tips.

After 15 minutes, ask each group to present their main tips. Reflect on what they say and ask the other group members whether they would include any additional tips.

If any of the following tips were not provided by the participants, explain them.

## DO



- ✓ consider agreeing on ground rules of discussion
- ✓ treat everyone politely and with respect
- ✓ explain the purpose of the discussion
- ✓ if SHG women go off topic, remind them of the objective and/or steer the focus of the discussion
- ✓ ask open-ended questions to stimulate discussion
- ✓ encourage more quiet participants to share their opinion
- ✓ actively listen to what everyone says
- ✓ ask what others think about an important opinion expressed by another person
- ✓ acknowledge and thank respondents after they share
- ✓ divide women and men into separate groups if it enables women to speak more, and more openly
- ✓ if a respondent's opinion is not very clear, ask her/him to clarify it (provide help only if needed)
- ✓ highlight any important points and conclusions
- ✓ be conscious of the available time

## DON'T



- ✗ do not talk too much – focus instead on facilitating the discussion
- ✗ do not push a certain opinion – stay neutral (except when concluding the discussion and highlighting the most important points)
- ✗ do not allow the more dominant/vocal participants to take over the conversation
- ✗ do not interrupt SHG women (and ensure that no one else interrupts others)
- ✗ do not let the discussion stray off topic

Attach the two flipcharts to the wall, so that everyone can see the DOs and DON'Ts. They will be useful in session 3.4 Practicing Facilitating Change.



**LUNCH BREAK (60 MIN)**

## Second part of session 2.5 Facilitating a Discussion:

(25 min) **EXPLAIN** that some of DOs and DON'Ts listed before the lunch break are easy to list but harder to practice. Therefore, the remaining part of this session will focus on talking about them in greater detail and then practicing their use.

Explain that the first good practice in helping you facilitate good discussion is to **clarify the objective** of the discussion. When promoting food production practices, discussion is most useful when it focuses on:

- better understanding an agricultural issue that SHG women face; and
- gaining agreement on which practices could help with addressing the given issue (including whether these practices need to be adapted somehow to the local context);
- agreeing on how SHG women can address the barriers to following these practices;

Explain that these points are a part of the eight steps of Negotiated Change that the participants should use when promoting food production practices (see session 1.4). Encourage participants to be alert to them when using discussion.

Explain that the next topic you would like to talk about is **how to encourage discussion**. Ask: *"Imagine that you have started a discussion but the SHG women are not responding much. What can you do to encourage discussion?"* Reflect on what the participants say.

Unless it already came up earlier, explain that sometimes the participants just need someone to get the conversation started. Once a few SHG women start talking, it

often motivates others to say what they think. Discussion can be encouraged in the following ways:

- Using different types of open-ended questions, such as:
  - o *"What is your opinion about ...?"*
  - o *"What do others think?"*
  - o *"What is your experience with ...?"*
  - o *"Why do you think so?"*
  - o *"Can you say more about that?"*
- You can present two conflicting statements related to the discussed topic and ask them which one they agree with more. For example: *"Some people think that ... Other people say that ... Which opinion do you agree with more?"* Once SHG women have expressed their preference, ask them to explain why. This simple exercise can stimulate further discussion.
- When SHG women do not respond, it might be because they have not understood the question, so they are not sure what they should say. Consider rephrasing your question to ask it differently.
- SHG women might also need to collect their thoughts first. Give them some time to reflect individually.

Explain that the next topic you would like to talk about is **how to engage everyone**. Some people don't speak much because they are shy or because they just want to listen to what others say. For others it is for cultural reasons. For example, women might feel reluctant to express their opinion in front of men, especially when they have a different opinion. Similarly, young SHG women might be reluctant to disagree publicly with the opinions of older SHG women.



Ask: *"How can you ensure that everyone is engaged in a discussion, even women and people who are young or shy? What can you do?"* Reflect on what the participants say. If any of the following points weren't mentioned, explain them:

- Setting the ground rules for the discussion – saying that people can say whatever comes to their mind. They do not need to worry whether their opinion is right or wrong.
- Organising learning events, such as trainings, in informal settings (e.g., in a community) rather than in an official training venue where some participants might feel more inhibited.
- Encouraging less-vocal people to speak, e.g., by saying: *"It would be great to hear what people who haven't said anything yet think. Can you please tell us your opinion?"* Avoid picking specific people, it might make them feel uncomfortable.
- Allowing people to discuss the topic in smaller groups with people that they feel comfortable with (e.g. groups of women or groups of young SHG women) and then let a representative of each group present what they discussed. An alternative is to discuss the topic in pairs.
- Have people reflect on their own opinions quietly first. Some participants need a moment to collect their thoughts in order to feel comfortable sharing with others.

Explain that the next topic you would like to talk about is **how to deal with people who dominate** the discussion. Ask: *"What can you do when there are one or more people*

*dominating the discussion so that there isn't much opportunity for other participants to contribute?"* Reflect on what the participants say. If any of the following points weren't raised, explain them:

- show appreciation for what the person dominating the discussion said, then turn to the other people and ask them a question like, *"And what do you think?"* or *"What is your experience?"*
- encourage the other participants to participate more, using the tips provided earlier
- divide people into smaller groups (as explained earlier)

Explain that the next topic you would like to talk about is **what to do when people go off topic**. Ask: *"What can you do when people start talking about something that does not relate to the objective of the discussion?"* Reflect on the answers. If any of the following points were not mentioned, explain them:

- Directing people back to the main objective of the discussion, e.g. by saying: *"What you are saying is important. Today we are focusing on a different topic, which is [specify the objective]. Let's now return to this topic."*
- Asking participants to take a step back and summarise what has been discussed regarding the main objective. Then proceeding with the discussion (that relates to the objective).

(30 min) SAY: *"Let's now put everything that we just learnt into practice. We will practice facilitating a discussion using role play."*



Divide participants into groups of 6–7 people each. Point to **flipchart #3** and explain the following instructions:

- Each group will need one volunteer who is willing to act as a facilitator. The facilitator should use the key DOs discussed during the session for facilitating discussion.
- The remaining participants will act as SHG women (encourage them to act as SHG women usually do, without making it too easy or too difficult for the facilitator).
- Each group will be working on this situation – point to **flipchart #3** again and explain the instructions.
- Take 5 minutes to prepare for your role play, then start the discussion. The discussion should last about 10 minutes.
- Once you finish, the SHG women will give feedback to the facilitator on how well s/he guided the discussion, using the method introduced today (point to **flipchart** with guidance on providing feedback). The feedback should focus

primarily on the good practices explained in this lesson.

- Ask: *"Is there anything I should clarify?"*

Observe the role plays. If you notice the participants going off track, help them to again focus on the given task.

When all groups have finished the task, ask the participants to come back together and discuss their experience using the following questions:

- *"How did it go? What went well? What was difficult?"*
- *"Next time, how can you manage the things that were difficult?"*




Reflect on what the participants say. When needed, provide required advice.

(5 min) ASK: *"What would you like to ask about or comment on before we conclude this topic?"*

Explain that tomorrow, the participants will have another opportunity to practice facilitating a discussion.



## 2.6 Verifying SHG women's Understanding

 <b>Objective</b>	Participants know how to verify whether SHG women understand what was shared with them.
 <b>Time Required</b>	20 minutes
 <b>Materials to Prepare</b>	flipchart #1 with the heading 'How to Verify SHG women' Understanding'

### **Guidance:**

(5 min) **INTRODUCE** this session by explaining that for the rest of the afternoon the participants will learn how to communicate with SHG women in a way that is clear and attractive. At the same time, explain that communicating well is not enough – we also need to know how to check how well SHG women have understood what was shared with them.

Ask: *"How many of you have experienced a situation where you were saying something to a group of SHG women and you later realised that some of them had not fully understood what you told them?"* (most likely, they've all had this sort of experience)

Say: *"It often happens that some SHG women do not fully understand what we have explained to them. Why do you think they don't understand?"* Reflect on what the participants say. Acknowledge that while it is possible that SHG women did not listen to us properly, it is equally possible that the "mistake" was on our side. Perhaps we did not speak clearly or what we said was not very useful to the SHG women.

Explain: *"Whenever we – or someone else, such as other SHG women – share something important with SHG women, it is important that we verify how well they have understood it. Otherwise, we might assume that everything is clear even when it was not correctly understood."*

(10 min) **SAY:** *"Let's now discuss how we can verify whether SHG women understood what we or other SHG women shared with them. Imagine that you talked to SHG women about something and you want to know whether they have understood you correctly. How can you do it?"* Reflect on what the participants say and record the best suggestions on **flipchart #1**. If any of the following points were not mentioned, write them on the flipchart and explain them to the participants:

- asking SHG women to summarise what you told them, as you want to know whether you explained it clearly – *"Could someone summarise what I said?"*
- asking SHG women for their opinion – *"What do you think about what I just said?"*

- giving SHG women the opportunity to practice immediately what they learnt and observing them
- asking SHG women to tell you what was not clear – *“What would you like me to clarify?”*

Ask: *“Do you think that the question ‘Do you understand me?’ is a good question or not?”*

Reflect on what participants say. If needed, explain that the participants should not use such a question because:

- SHG women might not be willing to admit that they did not understand you
- SHG women might think that they understood you when in fact they did not understand you correctly

Important: Explain that it is equally important that we verify whether we understood SHG women correctly. This can be done by summarising what they said (e.g. *“If I understood you correctly, you mean that ...”*) and asking them whether you understood it correctly.




(5 min) ASK: *“What questions or comments do you have regarding this topic?”* Respond to any questions and explain that in the following session the participants will practice using this skill.



**BREAK (20 MIN)**



## 2.7 Giving a Talk

 <b>Objective</b>	Participants understand how to give a short talk about a food production practice in a way that SHG women find interesting and motivating.
 <b>Time Required</b>	70 minutes
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"><li>- flipchart #1 with heading 'How to Give a Great Talk'</li><li>- handout 'Tips for Giving a Talk' (see annex 4.10)</li><li>- flipchart #2 with the following instructions:<ul style="list-style-type: none"><li>o <i>give a 2 min talk about any agricultural topic</i></li><li>o <i>speaker verifies participants' understanding</i></li><li>o <i>others provide feedback</i></li></ul></li><li>- flipchart 'How to Provide Feedback' from session 2.1</li><li>- five tablets or smartphones capable of recording video (recommended but not mandatory; if used, identify participants who are able and willing to record and then play the videos)</li></ul>

### **Guidance:**

(20 min) **INTRODUCE** this session by explaining that it focuses on something that the participants have lots of experience with – giving a talk about a food production practice.

Ask: *Who amongst you has experienced a person giving a really good talk, on any topic? Can you please raise your hand?* Reflect on how many participants had a positive experience.

Ask: *"Who amongst you has experienced someone who talked quite badly? Can you please raise your hand?"*

Say: *"As we can see, you have lots of both positive and negative experiences with people giving a talk. And this is something that I would like to build on during this session."*

Say that you have a quick task for the participants. Explain the following instructions: *"Individually, think about what a person should be doing in order to give a really great talk. Write down the key points in your notepad."*

Once the participants have recorded the 'good practices' they experienced, ask them to share them with others. Record the key 'good practices' on **flipchart #1** – 'How to Give a Great Talk'.

Distribute handout 'Tips for Giving a Talk' and ask the participants to read it and try to identify whether it includes any 'good practices' that were not mentioned yet. If so, record them on the flipchart.

(45 min) **EXPLAIN** that while it is relatively easy to make such a list of 'good practices', it is much more difficult to make sure that we use them, even when we are aware of them. Therefore, the remaining part of this session will focus on practicing these skills.

Divide the participants into groups of 3 (if possible, put people together who do not know each other well as giving a talk in front of them is likely to be a more useful learning experience). Point to flipchart #2 and explain the following instructions:

- each group member will have the task of giving a 2-minute talk about any food production topic (another group member will monitor the time)
- the presenter should do his/her best to follow the 'good practices' that we just discussed (point to flipchart #1)
- the remaining participants will observe the extent to which these 'good practices' are used
- once the talk is finished:
  - o the speaker will verify how well people have understood what s/he said (using the practices recommended in session 2.6)
  - o the remaining participants will provide feedback using the method we learnt today (point to the flip-chart explaining how to give feedback and summarise the four steps)

- this will be repeated until everyone has given a talk
- ask whether anything should be clarified

**ASK** participants to begin the exercise. They should start by deciding individually which topic they will talk about and reminding themselves of the 'good practices' written on the flipchart. Assuming that there are 3 members in each group and each member needs up to 10 minutes to give a talk, verify understanding, watch the video (if used) and receive feedback, the entire exercise should take about 35 minutes.

Go around the groups, observe the talks and especially the provided feedback. Once everyone has finished the task, ask them whether anyone would like to give a talk in front of all the participants. As it is a more challenging task, it can be a useful learning opportunity. Others should then provide their feedback.

Once everyone has given at least one talk, ask the participants to sit together again. Ask them about their experience: *"What went well? What was difficult?"*

(5 min) **ASK:** *"Is there anything you would like to comment on or ask about?"*

Encourage participants to keep all these good practices in mind when preparing and giving a talk.



### Optional Activity: Using Video Recordings

One way in which people can see what they are (not) doing well when they give a talk is when they can watch a video recording of their performance. If you managed to get tablets or smartphones that are capable of making brief video recordings, explain to the participants the idea behind recording their performance. Agree on how the videos will be used, such as:

- one group member records the participant giving the 2-minute talk
- when the role play is over, all the group members watch the recording (on a tablet/smartphone), trying to identify the main strengths and opportunities for improvement
- once they finish watching, the group members provide feedback using the method they learnt
- to ensure privacy, make sure that the videos are deleted from the devices once feedback is given

People participating in learning events usually find using video recordings a useful and enjoyable experience. At the same time, if you cannot secure the required devices, it is understandable and it is not a major problem if you are consequently unable to do this exercise.



## 2.8 Wrap-Up



(10 min) **WRAP** up the day by summarising the main topics you covered today.

Ask the participants to discuss in pairs (with the person sitting next to them) which of the things from today they would like to start using or use more in their work. Give them five minutes and then ask whether someone would like to share what they recorded (make it voluntary). Show appreciation for everyone who wants to start using what s/he learnt today.

If there are any points in the parking lot, address (some of) them. Explain the programme for the following day and ask everyone to be on time.






DAY 3







## 3.1 Review of Second Day

 <b>Objective</b>	Remind participants of the key lessons from the previous day and energise them for learning new things.
 <b>Time Required</b>	30 minutes
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"><li>- document 'List of Review Questions' (see annex 4.8)</li><li>- flipchart for recording scores of each table</li><li>- prizes for quiz game, e.g., fruits (optional)</li></ul>

### **Guidance:**

(25 min) **WELCOME** participants. Tell them that today they will learn new things but also practice what they learnt yesterday.

Explain that the participants will have a little competition to remind them of what they learnt yesterday so that they can build on it today.

Ensure that all tables have a similar number of participants. Then explain the following rules of the game:

- *I will ask 10 questions one by one.*
- *If anyone from your table knows the answer to the question I ask, s/he should raise their hand and respond to it.*
- *If the answer is fully correct, your table will get one point. If it is only partially correct, you will get zero. If it is incorrect, you will get minus one point.*
- *This means that you should raise your hand only if you believe that your answer is correct.*
- *The aim of the game is for your table to get as many points as possible."*

Ask whether anyone would like clarification.

Start asking the questions included in annex 4.8 'List of Review Questions'.




If any of the answers is only partially correct or is fully incorrect, ask the question again (participants from any table can respond). Record the points scored on a flipchart. The game continues until you have asked all the questions.

Once the game is over, calculate the points scored by each table. Announce the winner and praise everyone's effort. If you prepared any prizes for the winners, hand them out now.

(5 min) **ASK** participants what they would like to clarify regarding the topics that were covered yesterday. Together with the participants, clarify whatever is not clear.



## 3.2 Visiting a Community Nutrition Garden (CNG)

 <b>Objective</b>	Strengthen the participants' understanding of what 'good practices' they should use when visiting SHG Women at their Community Nutrition Garden.
 <b>Time Required</b>	30 minutes
 <b>Materials to Prepare</b>	flipchart #1 with the heading 'Tips for Effective CNG Visits'



### **Guidance:**

(3 min) **INTRODUCE** this session by explaining that it is about something that the participants know very well: visiting SHG women's CNG and supporting them in using effective agroecology-driven food production practices. Explain that during this session you would like to take advantage of the participants' experiences with conducting CNG visits in order to come up with a list of 'best tips' that they can use whenever they visit a CNG.

Explain that visits to SHG women's CNGs have many advantages, such as:

- being able to see the SHG women's CNG and to understand what they manage well and what challenges they face
- being able to discuss 'on the ground' how different food production practices could be adapted to their context
- providing support that is fully tailored to the SHG Women's knowledge, skills and situation – something that is not always possible during group trainings
- showing the SHG women that you are interested in their gardening expertise, which helps with creating a good relationship and building trust
- being able to also engage other household members – this is important especially when they have influence over whether the SHG woman does or does not adopt the food production practice.

(15 min) **SAY:** *"As we can see, conducting CNG visits is essential to fully understand SHG women's context and to jointly figure out ways to address any issues they face. But the question is: How should you conduct CNG visits so that they are effective? What tips do you have?"*

Record the main tips on flipchart #1. If needed, probe for more tips by using open-ended questions, such as:

- *"What other tips do you have?"*
- *"What else can make a farm or home visit effective?"*
- *"Which other 'good practices' help you when you conduct CNG visits?"*

Reflect on what the participants say. If any of the following tips were not mentioned, explain them and record them on the flip-chart:

- make sure that you come at a **time that is convenient** for the SHG women – e.g. during some parts of the day women are busy with household chores and might be less available (consider calling them in advance to ensure their presence at CNG, if possible)
- be clear about the **purpose** of the visit
  - e.g. to follow-up on an agreement made during a previous meeting or to discuss how to address a difficulty the SHG women faces
- arrange the CNG visit **when the SHG women are actually using the practice** in the field, as this is when issues are best seen and discussed (often several neighbours will appear and contribute to the discussion)
- behave in a **friendly** manner (e.g. chat informally) – it helps with creating a good relationship
- present the visit as a **'support'**, not as a **'control'** of what the SHG woman is doing
- **praise** the positive practices the SHG women are using
- focus on what the SHG women **want and need**, not on what you want to share

- **build on** the knowledge, skills and experience they have
- **use the 8 steps** of the Negotiated Change approach, especially:
  - o before you start giving any advice, use open-ended questions to understand SHG women's situation
  - o listen carefully and then respond to what they say
  - o agree with the SHG women on one or more actions that they will take
  - o and a very important step: agree on a follow-up (e.g. a visit or any other support)

(7 min) **EXPLAIN** that now you will give the participants a small task. Explain the following instructions:

- read through the 'good food production practices' included in the flipchart
- individually, think about which of the practices you would like to start using or would like to use more frequently
- record these practices in your notepads, so that it is easier for you to remember
- you can later share with us which practices you noted down




When the participants have completed the task, ask whether anyone would like to present which good practices they would like to start using or use more frequently (i.e. those they recorded in the notepads).

Thank the participants for sharing.

(5 min) **ASK:** *"What would you like to ask about or comment on before we finish this session?"*



## 3.3 Conducting Field Demonstrations at CNG sites

 <b>Objective</b>	Strengthen the participants' understanding of what 'good food production practices' they should use when conducting field demonstrations at CNG sites.
 <b>Time Required</b>	50 minutes
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"><li>- flipchart #1 with the heading 'Before Field Demonstration'</li><li>- flipchart #2 with the heading 'During Field Demonstration'</li><li>- flipchart #3 with the heading 'After Field Demonstration'</li></ul>



### **Guidance:**

(10 min) **INTRODUCE** this session by saying that it focuses on the last of the 10 skills promoted by this training, which is conducting field demonstrations at CNG sites. Say that you are aware that the participants have experience with demonstrating agroecology-driven food production practices to SHG women. Therefore, this session will aim to bring together the various 'good practices' that different participants use, so that everyone can learn from them.

Explain that when people talk about doing field demonstrations, they often imagine official demonstration plots that are established with the support of a government or non-governmental organisation. But demonstrations can also be done by agreeing with some SHG women on trialling an horticulture practice/technology in a small part of their field (while supporting them with the required inputs, if needed).

Ask: *"What do you see as the main advantages of doing field demonstrations? Please think of what we discussed when we talked about how adults learn the best."* Reflect on what the participants say. If any of the following advantages were not mentioned, explain them:

- SHG women learn more from seeing and practicing how things are done than from hearing about it
- when demonstrating the results of a given practice/technology/input, SHG women are more likely to believe in its benefits because they have seen it

- SHG women can test how well the practice works on their CNG land and whether any adaptations are needed
- demonstrations allow SHG women to try a new idea without taking any risks (e.g. loss of harvest)

Explain also that demonstrations are an effective activity only if they address one or more of the key barriers to adopting the given practice/technology, such as lacking knowledge or perception that it is not effective.

(30 min) **EXPLAIN** that some extension workers sometimes use a demonstration to simply present what they know, rather than to allow SHG women to practice and discuss it themselves. That is a missed opportunity because as we all know, practicing and discussing things are one of the best ways in which SHG women learn.

Say: *"Therefore we will now discuss how to conduct field demonstrations in the most effective manner."*

Divide the participants into 3 groups and give the following instructions:

- The task of the first group is to provide tips on what needs to be done **before** a field demonstration – what needs be arranged, planned, etc. The task of the second group is to provide tips on what should be done **during** the actual field demonstration and how, so that it is effective. The third group should provide tips on what needs to be done **after** a field demonstration. Distribute the three flipcharts and explain that 15 minutes is available for the task.

- Once the time is up, ask each group to present their best tips. Reflect on what the participants say.

If any of the following tips didn't come up, explain them and add them to the flipchart:

#### Before

- Discuss with the SHG women **which practice** should be demonstrated – the practice must be one which addresses their needs. At the same time, the demonstration should be used only if it addresses one or more barriers to using the practice (e.g. lacking skills), otherwise it is not worth doing.
- Agree with SHG women to conduct the demonstration at the CNG site. The selected plot at the CNG site should be representative of the remaining CNG area and be large enough for the results to be trusted. The field should allow for comparing the existing versus the tested practice.
- Invite all women of the SHG to participate.
- Plan **how** the actual demonstration will be conducted – how much space is needed, what inputs are required, what steps will be taken, what information will be provided, which barriers to using the practice the demonstration will address and, importantly, how you will engage the SHG women.
- Prepare a **checklist** reminding you of the steps you should take and things you should explain.
- Arrange the required **inputs** (e.g. from a private supplier) or the Department of Agriculture.



### During

- Clarify the **purpose** of the demonstration. Discuss with the SHG women how it relates to their needs.
- Keep the demonstration as **simple** as possible. Demonstrate all steps **slowly** and clearly.
- Ensure that **everyone can see** what is being demonstrated (ideally from the same angle as you). If there are many SHG women, demonstrate the practice in smaller groups.
- **Engage** SHG women in practicing what is being demonstrated – e.g. by giving tasks. Observe them and provide feedback (this also allows you to see whether they understood you well).
- **Facilitate discussion** about the demonstrated practice (using the good practices from session 2.5).
- Agree with SHG women on how any progress and results will be **monitored**. Agree on a follow-up meeting.

### After

- A one-off demonstration is unlikely to bring the desired change, as SHG women want to see the results. Therefore, organise **follow-up** meetings where any progress will be discussed. Document any results so that you can compare them over time.
- Once the results of the demonstrated food production practices are visible, **discuss** them with participants, including any need to adapt the practice.
- Agree on who amongst the SHG women would like to trial the demonstrated practice in their own fields and discuss what follow-up **support** they need. Make sure to provide it.

(10 min) **ASK** the participants to read through the 'best tips' included in the flipchart and to think which of the tips they would like to start using or use more frequently. Ask them to record these tips in a notepad. When the participants have completed the task, ask whether anyone would like to present the tips that they want to start using or use more frequently. Show appreciation for what the participants present.




Ask: *"What would you like to ask about or comment on before we finish this session?"*



**BREAK (20 MIN)**



## 3.4 Practicing How to Facilitate Change

 <b>Objective</b>	Participants increase their ability to apply what they learnt during the training by conducting role plays and receiving feedback from other participants.
 <b>Time Required</b>	2.5 hours (plus a 60-minute lunch break taken after the first 90 minutes)
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"><li>- flipchart #1 with the following instructions:<ul style="list-style-type: none"><li>o <i>choose role play, divide roles (incl. timekeeper)</i></li><li>o <i>act out the role play (5-10 min)</i></li><li>o <i>verify understanding</i></li><li>o <i>provide feedback</i></li><li>o <i>repeat until everyone acted at least once</i></li></ul></li><li>- ensure that the following flipcharts are hanging visibly on the wall:<ul style="list-style-type: none"><li>o flipchart with heading 'Questions to Understand Enablers and Barriers' from session 1.5</li><li>o flipchart with heading 'How to Provide Feedback' from session 2.1</li><li>o two flipcharts with DOs and DON'Ts for facilitating discussions from session 2.5</li><li>o flipchart with heading 'How to Give a Great Talk' from session 2.7</li><li>o flipchart with heading 'Tips for Effective CNG Visits' from session 3.2</li></ul></li><li>- handout 'Scenarios for Practicing Facilitating Change' (see annex 4.11)</li><li>- tablets or smartphones capable of recording a video (recommended but not mandatory)</li></ul>

### **Guidance:**

(90 min) **INTRODUCE** this session by explaining that you would like the participants to have more opportunities to practice the skills they have learnt. Therefore, the following two and half hours will be dedicated to doing role plays. Explain that the session will be divided into two parts – one before and the other after lunch.

Divide participants into groups of about 4 people each. Point to flipchart #1 and explain the following instructions:

- each group will be given the following three scenarios:
  - o a situation where a participant needs to give a talk
  - o a situation where a participant needs to facilitate a discussion
  - o a situation where a participant visits SHG women on their CNG
- these scenarios are explained in detail in a handout that you will give to the participants a bit later
- for each scenario, the group members will agree on who will play which role; the available roles are: 1) SHG women; 2) CRPs/field executives; and 3) their supervisors
- each role play should be 5-10 minutes long (one group member should be a timekeeper)
- after each role play, the CRPs/field executives will verify people's understanding
- the supervisors will then provide feedback using the method they learnt yesterday
- continue the role plays until every group member has acted *at least once* as a field executive
- encourage participants to take advantage of all the tips they came up with during the previous sessions – point to the flipcharts hanging on the wall

Provide the handouts with scenarios. Ask participants to read it.

### Optional Activity: Using Video Recordings



As was explained yesterday in the session on giving a talk, giving people the opportunity to watch a video recording of themselves performing the given task is a popular and useful learning method. If you plan to use videos recorded on tablets or smartphones, explain how they will be used:

- one group member records a participant as they play the role of an agricultural extension worker / volunteer (to save time, record 2-3 minutes of the role play only)
- when the role play is over, all the group members watch the recording, trying to identify the main strengths and opportunities for improvement
- once they finish watching, they provide feedback using the method they learnt yesterday
- to ensure privacy, make sure that the videos are deleted from the devices once feedback is given

If you decide to use video recordings, make sure everything is prepared beforehand to avoid wasting time during the session.

Once everyone has read the handout, ask: *"What would you like me to clarify?"* and provide clarifications.

Before the groups start their role plays, consider whether it would benefit each group to select one person to facilitate the activity, to make sure that the group sticks to the tasks and does not waste time.

Move between the groups, observing whether they have understood the task correctly and are following the instructions. If needed, provide any required support. Keep all groups informed about how much time they have left (80 minutes is available for the exercise).



## LUNCH BREAK (60 MIN)

### Second part of session 3.4 Practicing Facilitating Change:

(15 min) **ONCE** people come back from lunch, discuss their experience of the role plays, using the following questions:

- *"How did it go?"*
- *"What went well?"*
- *"What was difficult?"*
- *"Next time how can you manage the things that were difficult?"*




Reflect on what the participants say. If needed, provide advice or ask others what they would advise.

(35 min) **EXPLAIN** that often we need to facilitate a discussion among a larger group of people, which is more demanding. Therefore, in the rest of this session, there will be an opportunity to practice facilitating a discussion among all the participants. Ask for two volunteers who would be interested in doing so. The task of each volunteer is to select any topic that is relevant to the participants' life and then facilitate a 10-minute discussion about the topic. The participants then provide feedback, using the steps described on the [flipchart](#) 'How to Provide Feedback'. Give the volunteers a few minutes to prepare and then start.

(10 min) **AT** the end of the session, ask for questions and comments regarding the skills they practiced.



## 3.5 Questions and Answers

 <b>Objective</b>	To address any outstanding questions and help the participants understand any topics that were not clear enough during the training.
 <b>Time Required</b>	20 minutes
 <b>Materials to Prepare</b>	the 'Parking Lot' flipchart that was prepared before session 1.1 and used throughout the training

### **Guidance:**

(10 min) **EXPLAIN** that over the past three days, the participants have had an opportunity to learn about many good practices that can make their agricultural extension work more effective. Summarise the key topics the participants learnt about. Explain that before the training comes to an end, you would like to make sure that any questions or any points that were not clear are addressed.

Explain that first you would like to address the questions/topics that were 'parked' in the 'parking lot' (point to the 'parking lot' flipchart).

Go through the questions included in the 'parking lot' flipchart which were not addressed in the previous sessions. You can address them by providing your own answers and/or asking participants how they would answer the given question.

(10 min) **ONCE** you finish addressing the questions written in the 'parking lot', ask participants:

- *"What other questions do you have?"*
- *"What else would you like me to clarify?"*






**BREAK (20 MIN)**





## 3.6 Next Steps

 <b>Objective</b>	To help participants clarify for themselves how they will use what they have learnt in the CNG work they are doing.
 <b>Time Required</b>	35 minutes
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"><li>- handout 'How I Will Use What I Learnt' (see annex 4.12)</li><li>- flipchart #1 with the heading 'Required Support'</li></ul>

### **Guidance:**

(25 min) **SAY** that you are glad that all the participants were able to join the training and that you hope that they enjoyed it and found it useful. Explain that what matters the most now is that the participants use what they learnt when working with SHG women on testing and adopting food production practices. This session will therefore give the participants the opportunity to plan what from the knowledge and skills they have gained they will use in their work.

Explain that to make their planning easier, you have prepared a simple planning form for them. Distribute the handout 'How I Will Use What I Learnt'. Explain the content, clarifying that the faces included in the plan represent:

- What do the participants want to start doing or continue doing or do more of? (happy face)
- What do the participants want to completely stop doing or do less of? (unhappy face)

Emphasise that everything should be related to the way they communicate/facilitate during their agricultural extension work. Allow 10 minutes for participants to prepare their plans.

Once participants finish, ask: *"Who would like to briefly share what your main plans are?"* (Do not force anyone, let it be voluntary). Let several more participants share their plans. Show appreciation for all the plans that are likely to help participants promote food production practices in a more effective manner.




(10 min) **NEXT**, ask participants whether they feel that they can manage to use all the new knowledge and skills on their own or whether they need any support. Make it clear that you are only asking about support relating to using the skills learnt during the training, not about general support for agricultural extension (e.g. seeds, tools, etc.).

If they request support, clarify what exact support would help them the most. Discuss their answers and record the main suggestions on flipchart #1 - 'Required Support'. If participants ask for too many types of support, prioritise which ones they consider to be the most helpful.

If you know what from the requested support you (or anyone else) can provide, let the participants know. Do not make any false promises – if you know that certain support cannot be provided, explain why. If you are not sure whether certain support can be provided, inform participants that you will ask your colleagues and let them know later (and make sure that you really do so).



## 3.7 Conclusions

 <b>Objective</b>	Understand how participants perceive the usefulness and other aspects of the training sessions and conclude the entire training.
 <b>Time Required</b>	35 minutes
 <b>Materials to Prepare</b>	<ul style="list-style-type: none"><li>- table for assessing participants' experience and markers (see chapter 1.1)</li><li>- post-test (only if you decide to use it, see annex 4.1)</li><li>- certificates (if using)</li><li>- feedback form (see annex 4.13)</li></ul>

### **Guidance:**

(5 min) **EXPLAIN** that you and the participants have come to the end of the training. Thank them for everything they shared and encourage them to use what they learnt whenever they promote food production practices.

This training module strongly recommends providing follow-up support to the participants. This is because it enables them to share their experience with using what they learnt and to discuss how to overcome any difficulties faced. The support can consist of, for example, a follow-up workshop, supervision during their field work, or facilitating a WhatsApp group that connects all the participants. If any such follow-up support is planned, let the participants know.

(15 min, not mandatory) **TELL** the participants that you want to understand how useful the training was. Explain that you would like to do so in two ways:

- first, asking them to complete a brief **post-test**

- second, asking them to indicate in a **table** how comfortable they feel about the promoted skills

Distribute the **post-test** that also includes the table for indicating people's experience. Explain how to fill out the post-test (tick the correct answer; only one answer is correct) and how to indicate their own experience in the table ("indicate with an X how experienced you are). Go around to check whether any participants need help with understanding how to use the post-test or the table.

(10 min) **DISTRIBUTE** the Feedback Form and ask participants to provide their feedback on the entire training (if some participants cannot write or if it is culturally more appropriate, you can replace written feedback with spoken feedback).

(5 min) **IF** any certificates are being given, hand them out to all participants who attended the entire training at this point.

**WISH** the participants all the best in their agricultural extension work and conclude the training.



## ANNEXES





## 4.1 Pre/Post Test

Date: .....

Name: .....

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For all questions, select one answer only.

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The correct answers are: 1c, 2a, 3b, 4a, 5b, 6c, 7b, 8d, 9c and 10a. DELETE THIS INFORMATION before printing the tests.

1. What is most important when promoting food production practices?
  - a. Educate SHG women about the benefits of using the promoted practices and teach them how to use these practices.
  - b. Give SHG women the materials they need to follow the food production practices.
  - c. Understand what issues SHG women want to address, which food production practices could help them, and why they do not follow these practices.
2. What is the MAIN role of extension workers in promoting food production practices?
  - a. Field executives are primarily facilitators who work with SHG women on finding the best solutions.
  - b. Field executives are primarily teachers who educate SHG women about agricultural practices.
  - c. Field executives are primarily experts who should know and share all the solutions.
3. Which is NOT a closed-ended question?
  - a. You understood everything, right?
  - b. What do you think about it?
  - c. Are you satisfied with the training?
4. Small doable actions are:
  - a. Feasible steps that can bring SHG women closer to adopting the promoted food production practice.
  - b. Tasks relating to agricultural extension that can be completed in one day.
  - c. Tasks that are assigned to SHG women during an CNG training.
5. What is the Negotiated Change approach primarily about?
  - a. Negotiating with SHG women regarding for how long they will adopt a food production practice.
  - b. Using discussion and negotiation to help SHG women adopt the promoted food production practice.
  - c. Educating SHG women about why they should adopt a food production practice.



6. How many steps are used by the Negotiated Change approach?
  - a. Four.
  - b. Six.
  - c. Eight.
7. Which of the following statements is correct?
  - a. Agricultural extension is primarily about extension workers teaching SHG women.
  - b. Agricultural extension is primarily about SHG women learning from field executives and field executives learning from SHG women.
  - c. Agricultural extension is primarily about helping SHG women access seeds, fertilisers and other inputs.
8. How can you understand SHG women's needs?
  - a. Through observing their practices.
  - b. Through discussing their situation with them.
  - c. Through asking them what they would like to learn about.
  - d. All of the above.
9. What should you do when one person dominates a discussion?
  - a. Ask her/him to stop talking.
  - b. Ignore the person.
  - c. Encourage other people to talk more.
10. What is the best way of verifying whether SHG women understood what you said?
  - a. Ask them to summarise what you said.
  - b. Ask them: "Do you understand me?"
  - c. Give them a written test.

- 
11. Use "X" to indicate how comfortable you feel regarding the topics listed in the table below.

YOUR EXISTING KNOWLEDGE AND SKILLS:	low	average	good	very good
Know how to understand SHG women's needs.				
Know how to facilitate change in SHG women's practices.				
Know how to speak well in front of SHG women.				
Know how to verify whether SHG women understand you well.				
Know how to facilitate a good discussion among SHG women.				
Know how to organise field demonstrations effectively.				
Know how to conduct CNG visits effectively.				



## 4.2 Different Ways of Promoting Food Production Practices

Imagine the following scenario: A Field executive/CRP comes to SHG women to discuss their difficulties with producing vegetables. The SHG women mention that pests and disease regularly affect their vegetable produce but they do not have the money or equipment (sprayer) to effectively use chemical pesticides as most commonly recommended. Two possible approaches to address the issue may be:

- **First option:** The worker:
  - o introduces the use of organic pesticides
  - o explains their advantages
  - o lists the ingredients needed to prepare different types of organic pesticides
  - o demonstrates how to prepare them; and
  - o encourages the SHG women to use them – i.e., the worker delivers what s/he sees as the most important information
- **Second option:** The field executive/CRP:
  - o asks the SHG women about their experience with any pests affecting their vegetables and listens to what they say
  - o asks them what they already tried to do and what else they think might help
  - o if some SHG women do not already have a good solution, s/he introduces the practice of using organic pesticides (how it works, its advantages and disadvantages, where it was used, with what results)
  - o then starts a discussion with the SHG women about whether the recommended use of organic pesticides could help them and whether it needs to be adapted to their context (and if so, how)
  - o then follows-up on whatever came out of the discussion

**Consider:** Which of the two approaches will be more effective?  
Why do you think so?



## 4.3 Role Play – Negotiated Change

**Agricultural practice:** Use of organic pesticides to control vegetable disease and pest attack.

**Scenario:** A SHG woman is growing vegetables in her nutrition garden but they often get damages due to pest attacks. She knows about the possibility of using organic pesticides as pest control measure but she thinks that the organic one is less effective and she does not know how to prepare it.

**Actors:** Lead SHG woman<sup>2</sup> and another SHG woman called Shanti.

Actor	Dialogue
<b>Step 1:</b> Greet everyone in a friendly manner. If needed, introduce yourself. If you need to engage other household members in discussing the promoted practice, ask whether they are present.	
Lead SHG woman	Hello Shanti. How are you and your family?
Shanti	Hello. We are well, thank you.
<b>Step 2:</b> Ask how things are going with their farming/with the topic you want to discuss. <b>Step 3:</b> Listen and reflect on what the person is saying. <b>Step 4: Identify:</b> <ol style="list-style-type: none"> <li>1) What agricultural issue the person is facing.</li> <li>2) What has s/he tried to do to address the issue? If it hasn't worked, why?</li> <li>3) Which agricultural practices could address the issue?</li> <li>4) Whether the person is using the practices and if not, why (i.e., what the main barriers are).</li> </ol>	
Lead SHG woman	I noticed that you have vegetables in your nutrition garden. I understand that it is about two years since you started growing vegetables. How is it going?
Shanti	Things are going fine. I hope that vegetables grow well, so that I can have enough vegetables for my children and for sale.
Lead SHG woman	I am glad to hear that. Is there anything that is troubling you or anything you would like to learn about growing vegetables?
Shanti	Well, you know, my main worry is that the vegetables are getting pests. It often happens that some pests attack during fruiting and damage fruits.

<sup>2</sup> Lead SHG women are experienced SHG women who promote agricultural practices among other local SHG women (after being trained and supported in other ways by agricultural extension workers).

Actor	Dialogue
Lead SHG woman	Yes, that is true. Some pests are common, especially at the fruiting stage of the rainy season. Have you tried anything to protect your vegetables?
Shanti	No, I was not sure what I could do.
Lead SHG woman	Have you applied any pest repellent to your nutrition garden against pest attack?
Shanti	No, I have not.
Lead SHG woman	I know that people who are successful in growing nutritious vegetables apply organic pesticides, as it is the most common in rainy season. Did you think of using organic pesticides in your nutrition garden?
Shanti	Yes, I thought about it but I feel that it is less effective and difficult to prepare.
<b>Step 5: Discuss</b> ways in which the person or people can overcome the barriers.	
Lead SHG woman	I see. I understand that this might make it difficult. Do you know the process of preparing the organic pesticide?
Shanti	I am not sure; I just know that it requires plant leaves, cow urine etc. and I do not have any experience of preparing it.
Lead SHG woman	Hmmm. Do you mind telling me how many months you are getting vegetables from your nutrition garden and how many expenses you have minimised as you don't need to buy vegetables?
Shanti	I hope that I could make some 3,000 rupees per month.
Lead SHG woman	That is not bad at all! You know, the last time I have prepared organic pesticides having a minimum cost of 500 Rupees. I know that it is not a small amount. But compare 500 Rupees with all the money you will earn if your vegetables are not getting damaged due to pest attacks.
Shanti	Well, that is true, but I do not even know where to buy/prepare the organic pesticides.
<b>Step 6: Recommend and negotiate</b> small doable actions.	
Lead SHG woman	It can be purchased in the outlet of the Community nutrition garden. You can even learn the process of preparing organic medicine.
Shanti	Will the SHG members be willing to guide me to learn it?
Lead SHG woman	I think so. If many farmers will start using organic pesticides to control pest and disease attacks, there will be a less chance that the CNG will be effected by the same disease & pest.
Shanti	That would be great.
Lead SHG woman	When could you go and talk to the SHG?
<b>Step 7: The person agrees</b> to try one or more of the actions.	

Actor	Dialogue
Shanti	Now I have to prepare lunch but I will talk to the SHG at the end of the day, when they will sit for their regular meeting on CNG.
Lead SHG woman	Great, I hope you manage to agree on it together. If you apply organic pesticides you will have very less crop loss due to disease and pest attack.
<b>Step 8: Make an appointment for a follow-up visit.</b>	
Lead SHG woman	How about if I come back at the end of this month to check how your vegetables are growing in nutrition garden?
Shanti	That would be nice. Thanks for coming by.

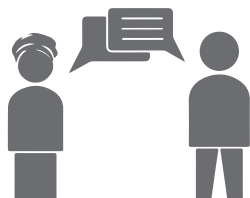




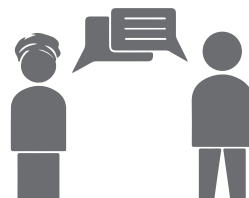
## 4.4 Illustrated Steps in the Process of Negotiated Change



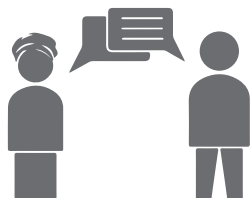
Cut out the images into eight cards, each showing one step of the process.<sup>xiii</sup>



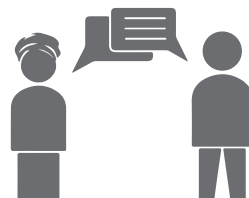
**GREET** the person,  
start a conversation.



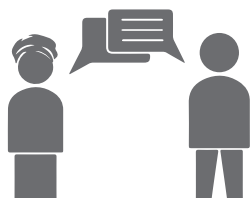
**ASK** the person about  
current gardening in the CNG.



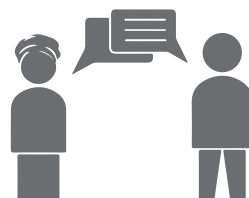
**LISTEN** to the person.



**IDENTIFY** 1) any horticultural issues; 2) how the SHG women responded; 3) which practices could help; 4) whether the SHG women use them and if not, why.



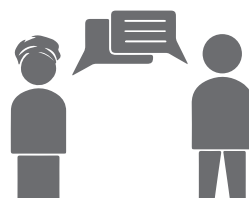
**DISCUSS** with the SHG women how to overcome any barriers to using the optimal horticultural practices.



**RECOMMEND** and **NEGOTIATE** ways to overcome the barriers.



**AGREE** with the SHG women on trying the recommended way to overcoming the barriers.



Make an **APPOINTMENT** for a follow-up visit.



## 4.5 Steps in the Process of Negotiated Change

<p><b>Step 1: Greet</b> everyone in a friendly manner.</p> <p>If needed, introduce yourself.</p> <p>If you need to engage other household members in the discussion, ask whether they are present.</p>
<p><b>Step 2: Ask</b> how things are going with their farming/with the topic you want to discuss.</p>
<p><b>Step 3: Listen</b> and reflect on what the person is saying.</p>
<p><b>Step 4: Identify:</b></p> <ol style="list-style-type: none"><li>1) What horticultural issue the person is facing.</li><li>2) What has s/he tried to address the issue? If it hasn't worked, why?</li><li>3) Which horticultural practices could address the issue?</li><li>4) Whether the person is using the practices and if not, why (i.e., what the main barriers are).</li></ol> <p>If this is not the first visit, first review the key conclusions from the last meeting. If there are urgent issues (such as a pest outbreak), make these a priority.</p>
<p><b>Step 5: Discuss</b> ways in which the person or people can overcome the barriers.</p>
<p><b>Step 6: Recommend</b> and <b>negotiate</b> small doable actions.</p>
<p><b>Step 7: The person agrees</b> to try one or more of the actions.</p>
<p><b>Step 8: Make an appointment</b> for a follow-up visit.</p> <p>Congratulate the person on his/her good work.</p>



## 4.6 Ten Key Skills We Need

To be effective in helping SHG women adopt good food production practices, it is important that you have the following skills and are able to apply them well:

1. understanding SHG women's needs and which practices can address these needs
2. respecting SHG women and ensuring that they respect us
3. identifying and promoting so called 'small doable actions'
4. using the right types of questions
5. listening well to what SHG women say
6. facilitating a discussion among SHG women
7. verifying whether SHG women understood what we said
8. giving a good talk
9. doing an effective CNG visit
10. conducting field demonstrations at CNG sites



## 4.7 Selecting Food Production Practices

Once we know what horticultural issues SHG women experience, we need to understand which food production practices could help them with addressing the issues. We can then support SHG women in using these practices. The text below suggests how to select such agroecology-driven food production practices.

- 1) First, before we recommend any 'solution', we need to understand **what (some) SHG women have already done** to address the issue and with what results.
- 2) If their **solution has not worked**, we need to **understand why**.
- 3) Next, we need to understand **what (some) SHG women think could work** in addressing the issue. It is possible that they tried something that failed but now might have a better solution in mind. Alternatively, some SHG women might not have a solution but others know what might help. Therefore, it is worth asking for their opinion on which horticultural practice(s) could help. If there is a good chance that the practice(s) might work, encourage SHG women to try it and provide follow-up support.
- 4) In some instances, SHG women might not know of a good solution or you have strong reason to believe that the solution proposed by some SHG women wouldn't work well. If **you have a good solution in mind**, explain it to the SHG women, give examples of where it was used and with what results and discuss with the SHG women how they feel about trying it. Based on the results of the discussion, you can help SHG women try out the recommended food production practice (e.g. helping them

apply it correctly, adapting it to the local context, etc.).

- 5) If neither you nor the SHG women are sure about a solution, **contact an experienced agricultural extension worker (KvK)** and ask her/him for advice.

In general, SENU project promotes the following agroecology sound food production practices that also have the objective to increase the year-round availability of nutritious and diverse food:

- CNG members grow seven or more types of recommended seasonal, nutrient-rich vegetables/fruits/millet/pulses during the 1) rainy and 2) dry season
- CNG members use harvested crops for homestead consumption; only unused surpluses are sold
- CNG members grow promoted medicinal plants
- CNG members practice crop rotation
- CNG members request and follow-up on the results of soil quality tests
- CNG members produce and use organic compost
- CNG members grow crops following the practices recommended in provided 'Crop Sheets'
- CNG members use chemical free practices to control pests
- CNG members use quality seeds (incl. the use of seeds from seed banks)
- CNG members use recommended water retention, harvesting and smart irrigation methods
- CNG members use low-cost (live) fencing methods to protect crops from livestock
- CNG members follow recommended harvesting and post-harvesting practices



## 4.8 List of Review Questions

### REVIEW OF DAY 1

1. Why are you at this training? How is it intended to help you and other participants? (session 1.1)
2. What are the 10 key skills that we are learning about during this training and that all agricultural extension workers should have?
3. When or how do adults learn the best? (session 1.2)
4. Can you give examples of how you can use the principles of adult learning in your work? (session 1.2)
5. What do the words 'barriers' and 'enablers' mean? Can you give some examples? (session 1.3)
6. What are the eight steps of the Negotiated Change approach? (session 1.4)
7. Are field executives primarily teachers or facilitators? Why do you think so? (session 1.4)
8. What can you do to understand SHG women's needs? (session 1.5)
9. Why is it important to show respect to SHG women and how can you do so? (session 1.6)
10. How can you make sure that SHG women respect you? (session 1.6)

### REVIEW OF DAY 2

1. How should you provide feedback? What steps should you take? (session 2.1)
2. What are small doable actions? Can you give some examples? (session 2.2)
3. Can you give us examples of a few open-ended questions and tell us what they are good for – how can they help you? (session 2.3)
4. Why is it important that we listen carefully to what SHG women say? (session 2.4)
5. What are some of the main things that you should be doing when facilitating discussion? (session 2.5)
6. What are the main things that you should NOT be doing when facilitating discussion? (session 2.5)
7. Imagine that you are organising a training for both women and men. What can you do to ensure that women actively share their opinions, ask questions and engage in discussion? (session 2.5)
8. What can you do when one or more people dominate a discussion? (session 2.5)
9. How can you verify whether SHG women have correctly understood what was explained to them? (session 2.6)
10. What good practices should you use if you want to give a good talk in front of SHG women? (session 2.7)





## 4.9 Different Ways of Asking a Question

Read the dialogues below. Observe how the questions in dialogues A and B are asked and what information you get from each type of question. What differences do you see?

### Dialogue A

Laxmi: Good morning, Rajo. I am Laxmi, a member of the VO Jibika committee.  
Have you heard about the committee?

Rajo: Yes, I have, thank you.

Laxmi: Do you think that the committee is good?

Rajo: I do not know much about it.

Laxmi: Can you come to our meeting tomorrow?

Rajo: No, I am very busy.

Laxmi: Do you have any questions about the committee?

Rajo: Not right now, thank you.

### Dialogue B

Laxmi: Good morning, Rajo. I am Laxmi, a member of the VO Jibika Committee.  
Have you heard about the committee?

Rajo: Yes, I have.

Laxmi: What have you heard about the committee?

Rajo: That people can borrow money from you.

Laxmi: That's right. What do you think about becoming part of the committee?

Rajo: I am not sure. I don't know much about how it all works.

Laxmi: How would you feel about coming to our next meeting, just to meet some of the group members and see how it works for them?

Rajo: That would be nice, but I'm very busy with chores and the children.

Laxmi: I understand. A lot of our members are very busy, too. We keep our meetings brief to respect everyone's time. What time of day would work for you?

Rajo: In the afternoon, usually.



## 4.10 Tips for Giving a Talk

Using the following tips will help you give a good talk on a horticultural topic.

### Before giving the talk:

- Talk to SHG women to figure out their existing knowledge/skills and their needs.
- Select a topic that addresses what SHG women want and need – they must find it relevant. At the same time, it should address one or more barriers to adopting an agricultural practice.
- Make sure that you are knowledgeable of the topic you will talk about.
- Prepare the main points of your talk (focus on several key points only).
- Consider what examples you will use to illustrate the main points.

### When giving a talk:

- Welcome everyone. Introduce yourself. Have people introduce themselves, if necessary.
- Smile and be friendly.
- Speak slowly and clearly/loudly.
- Use language that is easy to understand for the participants.
- Look at different members of your audience while you talk.
- Use gestures to emphasise your points.
- Whenever possible, demonstrate what you are talking about.
- Important: Do not speak for longer than 10 minutes at a time. Then engage people – e.g., by starting a discussion or getting them to practice what you talked about.

### After giving a talk:

- Verify whether people correctly understood what you said.
- Give space for people to ask questions and raise comments.
- Agree with SHG women on a follow-up visit (or any other type of support).



## 4.11 Scenarios for Practicing Facilitating Change

This document describes three types of scenarios for role plays. Act out the role plays using the following instructions:

- for each scenario, agree with your group members on who will play which role; the roles are: 1) SHG women; 2) field executives; and 3) their supervisors
- each role play should be at least 5 minutes long
- after each role play, the supervisors will give feedback
- continue with the role plays until every group member has acted as field executive
- choose the scenario according to which skill you need to improve the most – e.g., giving a talk/facilitating a discussion/doing a farm visit

### Scenario #1: Giving a Talk

Your task is to:

- choose a horticultural issue that SHG women frequently face and a **food production practice** that some SHG women have successfully used to address the issue
- give a five-minute talk about the **food production practice**

### Scenario #2: Facilitating a Discussion

Your task is to use the eight steps of the Negotiated Change approach to:

- understand a horticultural issue that SHG women face
- which practice could address it?
- what barriers to adopting the practice SHG women experience (use the questions from the flipchart 'Questions to Understand Enablers and Barriers')
- agree with the SHG women on at least one small doable action that reduces one or more of the barriers

### Scenario #3: Doing a CNG Visit

Your task is to:

- act out the part of a lead women<sup>3</sup> who is visiting a SHG woman on their CNG
- you need to understand:
  1. what horticultural issue they face
  2. what they have tried to do to address the issue and with what results
  3. whether there is any need to introduce a new practice
  4. if so, discuss together which practice would be most suitable and how they could adopt it

<sup>3</sup> Lead SHG women are experienced SHG women who promote horticultural practices among other local SHG women (after being trained and otherwise supported by agricultural extension workers).



## 4.12 How Will I Use What I Learnt

Use this form to record how you want to use what you learnt during this training.

What good practices do you want to use?



What not-so-good practices do you want to stop using?





## 4.13 Feedback Form

Please openly share with us your experience of the training. It will help us improve the next trainings. Whatever you write is anonymous.

1. In your opinion, how useful was the training?

very useful

quite useful

only a little bit useful

not very useful

2. What did you like the most about the training?

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3. What could we do to make the training even more useful?

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4. What other comments or suggestions do you have?

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## REFERENCES

This publication was prepared based on the author's experience, inputs from reviewers and the resources listed below.

Agents of Agricultural Change-Strengthening the Behaviour Change Skills of Agricultural Extension Staff and Volunteers by Petr Schmied



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