

**CONTINUING CAPACITY ENHANCEMENT OF JOINT BODY REPRESENTATIVES of
Tea Promoters (India) GARDENS and SMALL FARMERS COLLECTIVES' PARTNERS
5th to 9th February 2010 – Puttharjhora Tea Garden**

Facilitated by DLR Prerna: www.darjeelingprerna.org

Participants from:

**Seeyok; Selimbong; Singell; Puttharjhora; Samabeong; Banaspaty - Tea Gardens
Puttong Tea Workers Welfare Committee; Subarna Small Farmers Tea Society;
Mineral Spring Sanjukta Vikash Sanstha - Small Farmers Collectives' Partners**

59 participants: 25 female and 34 male

Background:

a. Capacity Enhancement

Capacity Enhancement is a continual process of organizational improvement through upgradation of knowledge, skills and capacity of the organisation and its members – human and material

Rationale for continual capacity building

- An organisation functions within a milieu
- Milieu changes constantly
- Change is the only constant

Organisational Responses to this changing milieu

- Resist Change – Degenerative Organisation which dies a natural death
- Adapt to change – Generative Organisation continues to exist
- Proactive to change – Regenerative Organisation adds value constantly thus lives

A **Regenerative Organisation or a Learning Organisation** constantly seeks to improve itself by:

- creating a learning environment
- recognizing and investing time and effort for capacity enhancement on visible and invisible structures
- recognizing and promoting the innate potential of members
- investing in the principle of subsidiarity and solidarity
- investing in PLANNING

b. Plan

i. Top Down – trickle down theory

Centralized directive planning process does not give the proper results as the micro-diverse realities can never be taken into account

ii. Decentralised indicative planning

Planning is a process

- Owned by primary stakeholders ensuring better outcome.
- Behavioural and Attitudinal Change in Planning

Challenges of decentralized planning

- Paradigm Shift – Change in MINDSET
- Knowledge, Skills and Capacity needed
- Planning usually based on formal education thus excluding other life experiences

- Marginal people with little Past Opportunities, Skills and Capacity for planning in the existing format of planning.
- Plans need to be further decentralised and contextualized
- Outcomes of plans needs to be revisited
- Monitoring and evaluation systems needs to be integrated into plan

Past Workshops:

2007-2008

1. Social Analysis, Participatory Leadership and Effective Communication- Selimbong Tea Garden, 29th to 31st October 2007 - 39 participants
2. Peer Educators for HIV/AIDS and Reproductive Health – Seeyok Tea Garden, 16th to the 19th November 2007 – 40 participants - facilitated by Anugyalaya DDSSS – www.anugyalayadarjeeling.org and special inputs by Shanker Foundation Darjeeling Network of Positive People – www.shankerfoundation.wordpress.com
3. Appreciative Participatory Planning and Action – 42 participants - Puttharjhora Tea Garden, 16th to 21st December 2007
4. 23rd December 2007, TPI Executives and DLR Prerna met at Singel for a sensitization process and to discuss the various implications of the Capacity Enhancement Process. Gists of the workshops were presented with a focus on the tools of Participatory Planning and a check list of tools developed.

Garden follow-up:

Singell - 15th January 2008

Seeyok – 16th January 2008

Selimbong – 17th January 2008

Samabeong -18th January 2008

Puttharjhora -19th January 2008

OUTCOME OBSERVATIONS of the 2007 – 2008 activities

DLR Prerna team was in close contact with the JB representatives and TPI Executives in the three workshops and the follow-up visits. During these interactions we were able to observe outcomes of the workshops and follow-up visits which are as follows:

Among JB workshop participants:

1. Larger world vision
2. Gender sensitivity
3. Enhanced self confidence
4. Enhanced knowledge and information
 - a. Social Analysis and tools for social analysis
 - b. Concepts of development – sustainable and holistic development
 - c. HIV/AIDS
 - d. STI and Reproductive Health
 - e. Concept and Tools for Participatory Planning
5. Enhanced skills for:
 - a. Effective communication and various tools
 - b. Group discussion and consensus building
 - c. Facilitation
 - d. Public Speaking
 - e. Peer Education
 - f. Negotiation Skills
 - g. Participatory Leadership
 - h. Participatory Planning with effective tools

Amongst Joint Bodies:

1. Rationale and sensitivity to Participatory Planning
2. Informed about HIV/AIDS; STI and Reproductive Health
3. Sensitive to concept of sustainable and holistic development
4. Rationale for networking

Amongst Executives:

1. Rationale and Sensitive to participatory planning
2. Sensitive to the need for facilitating a learning and participatory environment for enhancing consensus building and larger decision making platform amongst the various community members like Joint Body members, workers, non- workers and other community and government institutional actors in the community
3. Need for continual capacity enhancement and effective tools for participatory planning

Lessons Learnt:

1. A learning organisation is essential for sustainable and holistic development
2. A conscious effort is necessary to facilitate a learning environment
3. Effective tools are needed for participatory planning
4. Continual Capacity Enhancement and Hand Holding is required to facilitate participatory planning especially with marginalized section of the community who have had very little opportunity, access or tools in the decision making process
5. Participatory planning as a process increases decentralized decision making enhancing ownership and sustainability of the development process

2008-2009

5. Revisiting the past 3 workshops with focus on Participatory Planning and Developing Tools for Monitoring and Evaluation using Logical Framework Analysis - 5th to 9th January 2009 – Singel Tea Garden

2009-2010

Overall Goal:

Develop capacity and skills for participatory planning and action of Joint Body Representatives and Small Farmers Representatives of the TPI Group of Tea Gardens.

Specific Objectives of Puttharjhora 2010 workshop:

- a. Revisit and rediscover activities of JB and SF post workshops, 2007 to 2009 and redesign delivery.
- b. Enhance planning and monitoring and evaluation systems

5th February 2010

Each Joint Body and Small Farmer Collective made a presentation on their garden using power-point. This exercise was undertaken on the initiative of the FT Officer so as to empower JB representatives to make presentations to visitors who are not versed in Nepali or Hindi.

DLR Prerna made a technical input on power point presentations as pointers for improvement.

Power Point Presentation Pointers or Thumb Rule:

1. Power Point Presentation

- POWERUL

- POINT/s

- PRESENTATION

2. ONE POWERFUL POINT PER SLIDE

3. ONE POWERFUL POINT PER SLIDE

- VISUAL
- TEXTUAL
- AUDIO
- ANIMATION

Balance between FORM AND FUNCTION

- PRESENTATION
- Verbal
- Non-Verbal

4. ONE POWERFUL POINT PER SLIDE

- ENVIRONMENT OF PRESENTATION SPACE – Conducive for Power Point Presentation
- **COLOUR** / **FONT - FONT** / **SIZE OF TEXT A A A A A A** - Right Proportions and Legible
- BACKGROUND – of slide

5. ONE POWERFUL POINT PER SLIDE

- PRACTISE
- FEEDBACK

6th February 2010

The day started with self-introduction of participants with a game.



Introductions

I.

Each Garden Joint Body and Small Farmer collective representatives were asked, 'Why are you here in the workshop?'

Compiled Responses.

- Old workshops in the right direction that was needed under Fairtrade
- Make planning easier
- New information/technology
- Teach new members/representatives
- Fairtrade Premium Utilisation
- Relationship building
- Sustainable and holistic development
- Women's development
- Environment
- Socio-economic development
- Education
- Health

Based on the responses DLR Prerna posed these questions that would be the thread throughout the workshop.

- a. Were the tools of APPA used to develop the right plan or was it used to make a conflict free plan and not necessarily the right plan?
- b. What are the behavioural changes in the JB representatives that are needed to take the principles of participatory planning, democracy and transparency towards action at the community level?
- c. Who is a good leader?

II.

Each Garden Joint Body and Small Farmer Collective Representatives was given these questions for discussion:

What are the major achievements of JB/SF Collective?

Why do you call it major achievements?

What are the major failures of JB/SF Collective?

Why do you call it major failures?

What are the major challenges of JB/SF Collective?

Why do you call it major challenges?

The compiled responses:

Major Achievements

- Unity
- Self-confidence and positive attitude
- Increase in information and knowledge
- Education
- Health
- Women's Empowerment
- Increase in skills
- Microfinance
- Environmental Awareness and action like plantations, garbage vats
- Drinking water projects
- Increased participation/Transparent Plan
- Access to international market

Major Failures

- Not enough time to undertake programmes
- Low Participation
- Poor leadership
- Self-ego of leaders/clash of ideas/consensus difficult
- Class/Caste/Ethnic differences
- Not able to bring about proper mass awareness
- Low ownership of process by the community
- Political situation/climate
- Untimely JB meetings
- Lack of follow-up of programmes
- Lack of belief on JB
- Low awareness on Fairtrade
- Communication gap between decision makers and others
- Low levels of education
- Activities not selected well thus not successful
- Women not coming forward
- Lack of trust on leaders

Challenges and Strategies to overcome it

- Lack of mass awareness on FT and FT Premium Principles – MASS AWARENESS
- Negative attitude towards JB – MASS AWARENESS / PROPER UTILIZATION OF FT PREMIUM / PROPER PLANNING / TRANSPARENT DECISION MAKING / REGULAR MEETINGS
- Shallow vision – EDUCATION
- Land documents of small farmers – REGULARISE WITH GOVERNMENT LAND DEPARTMENT
- Low quantity of tea of small farmers – INCREASE TEA AREA
- Irresponsible leadership – PROPER COMMITTED LEADERS TO BE SELECTED



Group Work

Presentations

7th February 2010

The day started with a report of previous days activities by representatives of the participants.

Each Garden Joint Body and Small Farmer Collective Representatives was given this question for discussion:

III.

What are the major tenets of Fairtrade Premium Utilisation for Hired Labour/Small Farmer?

Group presentations were more description of activities of Fairtrade Premium Utilisation which indicates the limited understanding of principles.

The group presentations were followed by a short presentation by DLR Perna on Democracy, Participation and Transparency which are cross cutting principles for hired labour and small farmer collectives. The principles were then discussed from the perspective of Fairtrade Premium Utilisation and development of a long term plan for collective benefit. The focus of the presentation was the conversion of the principles into tangible specific actions at the community level, recognizing that they are universal principles and not just Fairtrade principles.

IV.

A special input on Biodiversity Conservation, Climate Change was presented by DLR Perna. The focus of biodiversity conservation input was the food chain, energy pyramid within a system and the web of life that we are a part of and the need for understanding it from a broader holistic perspective. It was also pointed out that we are part of the Eastern Himalayas, a designated bio-diversity hotspot of the world. A unique hotspot where within a south-north 100km transect, one finds tropical to alpine ecosystems. It was also pointed that we have very high endemism, thus, a high concentration of protected areas in the region. Thus, biodiversity conservation in our region is very important. Climate change impacts were discussed from the perspective of everyday experiences that we are facing in term of food

security, disasters as well as how it will affect tea. The special input was felt necessary recognizing the need of the hour.

After the input, each Garden Joint Body and Small Farmer Collective Representatives was given these questions for discussion:

V.

What are the successes, failures and challenges in Democracy, Participation and Transparency/Non-discrimination and Fairtrade Premium Utilisation?

What are the strategies you have adopted to meet the challenges?

Successes

- Activity report
- Activity plan
- Financial report of activities
- Awareness on Fairtrade
- Negative attitude of people have changed a bit
- Education
- Skill development
- Women's empowerment
- Strengthening of community feeling
- Democratic meeting
- Reports: activity and finance placed for people
- Existing activities in itself is a success

Failures

- Low participation
- Not reaching the grassroots
- Responsibilities not understood by community
- Not able to finish activities in time and budget
- Political climate
- Selfish leaders
- Not able to reach all villages

Strategies

- Awareness at smaller groups including JB members and reaching them in their workplaces, homes and any possible community events
- Develop business plans with proper cost benefit analysis
- JB and Small Farmer representatives make an effort to understand needs of smaller units.



Group Work



Presentations

The group exercise enabled the participants to look into transfer of the principles into action. The responses indicate a low level of understanding of how the principles translate to their activities. It also shows the need to actively create a learning environment for the JB and SF

representatives to increase knowledge and bring about increased knowledge and behavioural change based on the principles.

The group presentations were followed by an input from DLR Prerna looking at thumb rules of democracy, participation and transparency in everyday workings of the JB and SF Board.

8th February 2010

Report of the previous day was presented.

The participants were divided into 5 groups and asked to prepare a presentation/facilitation to the JB or SF Board on these topics: social analysis; participatory leadership; effective communication; Participatory Planning using the tool Appreciative Participatory Planning and Action including Monitoring and Evaluation. Each group was given one hour presentation/facilitation time.

Each group's presentation/facilitation was critiqued by the house and then by DLR Prerna. The general comments was that the participant's knowledge on the subject was good but there was a lack of translation in terms of practice as all the groups used lecture only as a means of communication. There is a need for the representatives to reflect on the principles and topics and imbibe it in their practice and life. After each group's presentation and critique, DLR Prerna made a summary input on each topic.

Social analysis

The connection between social analysis and social work activities was presented as the participants are engaged in some form of social activities or the other by virtue of their position and as a member of the community. This basis was expanded to look at social responses from the perspective of responding to the effects or the root causes of an issue or problem. Invariably one found that the social responses of the participants were on the effects of issues or problems only. The lessons learnt was the need to address both the effects and root causes to be more effective; people have different perceptions of reality and one needs to realize that when one becomes a representative of the people.

Tools and techniques of social analysis were presented. Root questions of power relationships – ownership, control and decision making; were facilitated. A special focus on gender was presented.

The evolution of the various concept of development was discussed with focus on holistic and sustainable development. The development concepts were contextualized within the Darjeeling Hills and the traditional community based organisation '*samaj*' was analysed. The people of the Darjeeling Hills, irrespective of rural or urban background, come together in community-based organisations known as the *Samaj*. The challenges of the *samaj* are its: exclusively welfare orientation in activities, gender disparity, centralisation of power in few executive members who are usually elderly, better-off economically and male. This socio-ecological system was discussed from the point of view of holistic and sustainable development. *Samaj* is one of the main community driving institutions in the Darjeeling Hills with tremendous acceptance by the community with great potential as a positive social change agent.

The need and challenge for individuals of a community to move from and 'I' to a 'WE' perspective was discussed. Attitudinal and behavioral change within the participants in this paradigm shift was elaborated with personal reflections and group discussions.

Participatory leadership

A Participatory Leader is a person who journeys' with the people and leads through example was presented using slides and photographs.

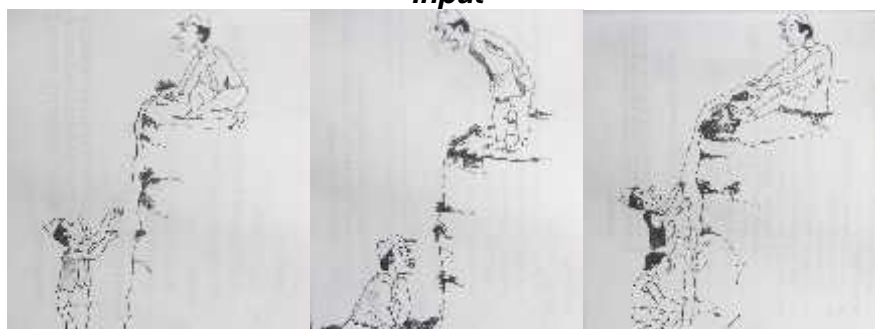
Levels of PARTICIPATION was discussed:

- I decide and order your participation
- I decide and inform you of my plan for your participation
- We decide on what we should do

Input



Input



Input



Effective communication

The communication process model cycle, sender and receiver, was presented and the various barriers of effective communication were discussed. There are many media for communication and one tends to choose the easiest medium to express ones ideas based on ones life experience. But this medium might not be the best medium for the receiver. Its effectiveness can be evaluated only with the resulting action of the receiver and the action's relation to the idea sent by the sender. The lessons learnt was the barriers of effective communication and feedback process that needs to be adopted to evaluate ones effectiveness. As leaders being able to effectively communicate is an important skill.

Participatory Planning using Appreciative Participatory Planning and Action, APPA

Appreciative Participatory Planning and Action, APPA is an approach to planning and management that combines the framework of Appreciative Inquiry and the tools of

Participatory Learning and Action. As a methodology APPA's objective is to find and emphasize the positive, successes and strengths as a means to empower communities, groups and organizations to plan and manage development.

Asset building approaches like Appreciative Inquiry focus on valuing the skills we have and the factors that motivate individuals and groups to success; to focus on identifying and releasing individual and group capacities. It asks individuals, groups and organizations to seek out the very best of 'what is' to help us imagine 'what could be'. Furthermore, the approach seeks to mobilize resources, capacities and skills from within the participants involved to achieve 'what could be'. The aim is to generate new knowledge that expands 'the realm of the possible' and helps to envision a collectively desired future and the design improved systems and processes that successfully translate their intentions into reality and their beliefs into practice.

The focus of Appreciative Inquiry 'doing more of what works'. A collective vision of the best possible future. The focus of problem solving 'doing less of something that we do not do well'

Another key principle of Appreciative Inquiry is the focus on collective inquiry and action, the collective discovery and valuing of skills, resources and capacities and the collective visioning of what might be and is possible and how this can be done. By continuously asking the questions – What makes our working together possible? What allows us to function at our best? What possibilities await that will stretch beyond where we currently are to reach higher levels of achievement – an organisation or community allows is creative capacities to be released and valued.

Appreciative Participatory Planning and Action (APPA) is a continual process in which one undertakes a positive and appreciative perspective to:

1. Identification of present community resources and
2. Planning

In other words, it helps the community to identify and build on existing resources to address present and future developmental needs. Thus it empowers the community in their development journey.

The main objectives of the APPA processes involved are:

- Documentation of baseline information useful for planning.
- Identification of community resources and strengths from the perspective of the community including existing activities.
- Identification and prioritization of prevalent issues by the community.
- Formulation of prioritized action plans by the community based on existing resources and priority of needs of the community.
- Delineation of roles and responsibilities of various members of the communities and external agencies in the prioritized action plans.

The process facilitates the mobilization of the community members on their own initiative and capacities, towards developmental action through a process of inquiry and planning.

The process involves a cycle termed the "4 D Model" – Discover, Dream, Design and Deliver, *rediscovery*. The process is facilitated with the use of symbols, representative material that is available in the local environment and written text thus is easily accepted by different class of people whether they are literate, semi or illiterate.

1. Discovery: the act of appreciating – The best of what is, what gives life to this community, group, organisation.

2. Dream: envisioning an impact – What might be, creating a positive image of a preferred future
3. Design: co-constructing the desired future – What should be the ideal, a process of dialogue, consensus and further inquiry
4. Deliver: implement and sustain – how to implement, empower, learn adjust and sustain

**Effective Communication****APPA****Social Analysis****Critique**

TOOLS

Various tools of APPA were introduced and group exercises and field work were facilitated to enhance the skills of the participants to use the tools.

The tools discussed and their objectives of the tools are as follows:

a. Problem Tree

Cause and Effects of issues/problem – WHY of issues

Problem is the Solution – HOW to address the issues or problem

b. Resource Mapping and Social Mapping

- Historical
- Present
- Future

c. Chapatti Mapping

- Institutional Relationships
- Need Relationships
- Power Relationships

d. Mobility Mapping

- Physical distance relationship to service providers and institutions
- Income outflow analysis to service providers and institutions

f. Seasonal Mapping

- Seasonal Activity Mapping
 - i. Past
 - ii. Present
 - iii. Future

g. Pair Wise Ranking

- Need Prioritisation process

k. Strength Weakness Opportunities Threats Analysis(SWOT)

- Organisational Analysis – Internal and External Factors

I. Logical Framework analysis

ACTIVITY PLAN IN A MATRIX

Goal:

Objectives:

| Activity | Where | When | How | Resource |
|----------|-------|------|-----|------------------|
| | | | | Human / Material |

Indicators

j. Monitoring is a systematic and on-going process of information gathering and learning over a period of time which leads to regular assessment of purpose and enables adjustments and refinements to be made.

Monitoring enables to:

- track progress
- provide and generate timely information for decision-making to improve efficiency and effectiveness
- helps to identify problems before they happen (and turn into crises)
- adapt to changing circumstances
- provide and generate information for evaluation

Evaluation is a retrospective assessment of performance and achievements at a particular time.

Useful criteria to consider:

- Relevance – significance with respect to specific needs and issues
- Effectiveness – performance in relation to objectives
- Efficiency – rate and cost at which activities lead to results
- Impact – relevant socio-ecological consequences
- Sustainability – continuation of impacts after external support is withdrawn

Indicators are developed within the matrix which enables the plan to have a monitoring and evaluation system inbuilt in the plan. Indicators are both qualitative and quantitative in nature.

Indicator: an indicator is a measure of change and not a target, therefore neutral. It is a variable (and not 'an increase or decrease of...') that helps to indicate whether progress towards objectives is being made (or not)

Indicators should be:

- Quantitative and qualitative
- Minimum but sufficient
- Specific
- Measurable
- Appropriate(scale, resource, time)
- Relevant to all stakeholder

9th February 2010

The matrix was used to develop and action plan for the participants of each tea garden and small farmer collective with the objectives:

- a. facilitate community development plans
- b. enhance skills of entire JB of gardens and Board of Small Farmers for developing participatory plans

This was undertaken with an understanding that it is a continual process and there is a “life after a plan”.

ACTIVITY PLAN

Goal: Sustainable Development

Objective: Participatory Plan for Sustainable Development

| Activity | Where | When | How | Resource |
|----------|-------|------|-----|----------------|
| | | | | Human Material |

1. JB /SF Board Level
2. Community level

Indicators:

At the close of the workshop the house decided that each garden and small farmer collective would have a workshop on Fairtrade for the JB members or Board of small farmers as the workshop discussions indicated that follow-up awareness is required. In these workshops the participants would look into FT as well as participatory planning as its objectives. On 13th February representatives of Singel, Selimbong, Seeyok and Puttong would facilitate a workshop for the Singel JB. DLR Prerna would be present to provide a critique at the workshop.

The workshop ended with a vote of thanks as well as encouragement to all by Mr. P. C. Tamang.

On 13th February 2010 after the presentations DLR Prerna divided the house into 3 groups: participants who have presented at the workshop; participants who have attended any of the past workshops facilitated by DLR Prerna and participants who have not attended any workshops.

All the three groups were asked the same question, ‘What lessons have you learnt from the workshop?’

Based on the response the facilitating team received a feedback on the workshop which included self-evaluation. Thus, engaging people in feedback enables one to evaluate oneself and the impact that one has created. It was stressed by DLR Prerna that the facilitating team needs to invest in time and effort to prepare for workshops and one can use the logical framework to prepare and evaluate ones presentation/facilitation. The need to look at personal behavioural change on the principles of democracy, participation and transparency was reiterated. The power of framing the right question(s) to elicit discussion(s) for consensual decisions and feedbacks was presented as a closing remark from DLR Prerna.

Workshop outcomes:

- Increased skills of JB and SF representatives to facilitate participatory plans
- Increased knowledge of JB and SF representatives on principles of democracy, participation, transparency and equity
- Increased self-confidence
- Increased communication skills
- Increased gender equity
- Learning from each other
- Strengthened relationships
- Increased inter-personal skills
- Larger world vision
- Increased sense of responsibility

Challenges:

- Converting information, knowledge to personal behavioural change
- Transferring information, knowledge and skills to new JB members
- Developing second line leadership
- Reaching out to the larger community
- Strengthening principles of democracy, participation, transparency and equity

DLR Prerna would like to place on record sincere gratitude to the communities of Tea Promoters (India) Gardens and Small Farmers Collectives' Partners for the opportunity to continue partnering in the development journey. Special note of gratitude to all the JB members; JB and Small Farmers Representatives at the workshop; All TPI Executives; Mr. P. C. Tamang and Mr. Binod Mohan for the courage and will to dream, and support the design, delivery and most importantly rediscovery.