Skills for Marketing and Rural Transformation (SMART skills)

SMART Skills manuals:

• Introduction to SMART skills for rural development
• Organizing and managing farmer groups
• Understanding natural resources
• Managing natural resources
• Marketing basics
• Seven steps of marketing
• Promoting innovation
Purpose of the SMART skills series

To introduce you to the following five skill areas:

• Group organization
• Natural resources management
• Finance
• Marketing
• Innovation
Two modules:

- Planning and implementing activities
- Communication and networking
Module 3: Planning and implementing activities
Module content

Module 3 describes how to help the group plan, implement and monitor its activities. It covers the following content:

• Lesson 11: Developing an action plan
• Lesson 12: Implementing activities
• Lesson 13: Monitoring and evaluation
Lesson 11:
Developing an action plan
Outcomes

After this lesson, you will be able to:

• Enable the group to analyze problems and identify possible solutions
• Decide on a plan to solve the problems.
Overview

Lesson 11 covers the following content:

• From vision to action plan
• Identifying and analyzing problems
• Identifying possible solutions
• Prioritizing problems and solutions
• Checking the feasibility
• Developing an action plan
• Setting targets
• SMART targets
From vision to action plan

Moving from a vision to planning activities involves:

- Identifying and analyzing problems
- Identifying possible solutions
- Prioritizing problems and solutions
- Checking the feasibility
- Developing an action plan
Identifying and analyzing problems

A problem analysis chart is one way to work out the causes and solutions of problems.

A problem analysis chart has the following sections (columns):

- Problems
- Causes of the problems
- What do people do now?
- Possible solutions: What can be done?

<table>
<thead>
<tr>
<th>Problem</th>
<th>Cause</th>
<th>Now</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low yield</td>
<td>Infertile soil</td>
<td>?</td>
<td>Compost</td>
</tr>
<tr>
<td>Low price</td>
<td>Low quality</td>
<td>No drying</td>
<td>Dry before sale</td>
</tr>
</tbody>
</table>
Identifying possible solutions

Help the group to identify solutions by:

• Suggesting solutions based on your training and experience
• Suggesting solutions that your project can support
• Linking the farmers with outsiders with the required skills and expertise, e.g. researchers and other development agents
• Arranging visits by groups of farmers so that they can see how other farmers deal with similar problems
• Helping the farmers to test a new technology on a small scale
Prioritizing problems and solutions

Prioritize problems by:
• Selecting the problems that are highest priority and can be solved quickly and easily

Prioritize potential solutions in terms of their:
• Feasibility
• Potential payoff
• Likelihood of success
• Cost
Checking feasibility

- Remind the group to draw up plans and set targets that are feasible.
- If the group is too ambitious, it is bound to fail.
- It is better to start with easy tasks and targets and then move on to more difficult ones later.

Remember:

It is not your job to decide what the group should do. That is for the group to decide for itself.
Developing an action plan

Write a plan that shows:

• **Dates and time** of the activities that put solutions into effect
• **Responsible persons**
• **Participants**
• **Location:** Where will the activities take place
• **Inputs required:** Cash, materials, labor, etc.
• **Budget:** Estimate of costs and resources
Setting targets

• Set a target for each type of activity, so that the group knows what it aims for.
• Reaching targets gives the group a sense of achievement.
• Targets are important in monitoring and evaluation.
• Targets must be ambitious but achievable.
## SMART targets

<table>
<thead>
<tr>
<th>S</th>
<th>Specific:</th>
<th>Says exactly what is to be done.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Measurable:</td>
<td>Stated in numbers.</td>
</tr>
<tr>
<td>A</td>
<td>Achievable:</td>
<td>Realistic and within the group’s ability.</td>
</tr>
<tr>
<td>R</td>
<td>Relevant:</td>
<td>Related to what the group wants to achieve.</td>
</tr>
<tr>
<td>T</td>
<td>Time-bound:</td>
<td>Indication of when will it be achieved.</td>
</tr>
</tbody>
</table>
Lesson 12: Implementing activities
Outcomes

After this lesson, you will be able to:

• Describe how to implement the plan.
• Describe how to overcome problems that arise.
Overview

Lesson 12 covers the following content:

• Assigning tasks and responsibilities
• Making sure that the plan is followed
• Holding coordination meetings
• Leadership
• Dealing with problems
• Finding solutions to problems
• Keeping records
Assigning tasks and responsibilities

• Someone has to be responsible for each task.

• The burden must be shared fairly.

• For regular tasks, the group can draw up a roster showing who is responsible for the task on a particular day.
Making sure the plan is followed

• The chairperson or the production or marketing coordinator can make sure that the plan is followed.

• Members need to know who is to do what, when to do it and how to do it.

• The group should make sure that it has an expert for jobs that require particular skills.
Holding coordination meetings

- The group should meet regularly to **coordinate activities** and agree on **changes** as needed.
- The meetings should **focus on the task at hand** and ensure that the task is performed smoothly and efficiently.
- The **decisions should be written down**.
- The members should draw up a **list of further actions** to be taken.
Leadership

Good leadership:

• **Inspires members** to continue working on dull, uninteresting tasks, when the reward is still a long way off.

• **Reminds people of the goals** and the **need for hard work** to achieve them.

• **Leads by example**, with **enthusiasm** and hard work.

• Ensures that the members continue to make decisions and **feel responsible for the success** of the activity.

• **Resolves problems** and disputes before they get out of hand.
Dealing with problems

Problems under the group’s control:
Illness preventing a group member from doing the work
Dealing with problems (Continued)

Problems beyond the group’s control:
Bad weather cutting yields or disrupting the harvest

Group members must find a way of:
• **Overcoming** the problem; or
• A least of **reducing its impact**.
Finding solutions to problems

Sources of solutions to problems:

• The development agent
• Indigenous knowledge
• Innovative members
• Cross-visits to neighboring communities
• Outside specialists
• Reference materials
• Social networking and the Internet
• Training
• Experiments
Keeping records

It is particularly important to keep records of the following types of information:

- Regular activities
- Activities that involve many people
- Handling expendable items
- Recording money
Lesson 13: Monitoring and evaluation
Outcomes

After this lesson, you will be able to:

• Establish ways the group can monitor its own activities (and the field agent can monitor the group).

• List the indicators the group can use to measure its progress.

• Describe how members (and the group as a whole) can learn and improve how it works.
Overview

Lesson 13 covers the following content:

- What are monitoring and evaluation?
- Participatory monitoring and evaluation
- What to monitor
- Comparing progress against targets
- Elements of monitoring
- Using a calendar to record information
- Summarizing the information
- Self-evaluation
- Evaluating service providers
What are monitoring and evaluation?

Monitoring means:
- Record-keeping
- Checking progress against plans
- Adjusting ongoing activities

Evaluation means:
- Looking back and assessing if the group has achieved its objectives
- Identifying ways to improve future activities
Participatory monitoring and evaluation = All group members being responsible for planning and implementing activities and for solving their own problems.

Group members should:

• Determine what areas to monitor and evaluate
• Collect the data themselves
• Analyze the results themselves
• Keep record of the information (which is usually done by the secretary)
What to monitor

Aspects of the group and its activities that can be monitored:

• Attendance and participation at meetings
• Sharing of responsibilities
• Financial records
• Distribution of benefits
• Progress toward self-reliance.
Comparing progress against targets

Develop simple charts to monitor progress:

• List the plans for a given period in the first column.

• Write the date of the follow-up meeting on the top of the second column.

• Discuss problems and constraints that the group has encountered.

• Discuss what they can do differently next time.
Comparing progress against targets (Continued)

Develop simple charts to monitor progress (Continued)

Once the members have reached agreement on the results, ask them to **draw in the third column a symbol representing their judgment** (e.g. a smiley face).

```
<table>
<thead>
<tr>
<th></th>
<th>Horticulture</th>
<th>Maize</th>
<th>Mango</th>
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<tbody>
<tr>
<td>Clock</td>
<td>⦿⦿⦿</td>
<td>⦿⦿⦿</td>
<td>⦿⦿⦿</td>
</tr>
<tr>
<td>Money</td>
<td>⦿⦿⦿</td>
<td>⦿⦿</td>
<td>⦿⦿⦿</td>
</tr>
<tr>
<td>Smile</td>
<td>⦿</td>
<td>⦿⦿</td>
<td>⦿</td>
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</tbody>
</table>
```
Elements of monitoring

• **Regular recording of information** (every day)
  Using a calendar is a good way of recording the information

• **Monitoring of the results** (e.g. the number of hens)

• **Monitoring inputs** (e.g. feed and water) and the outputs (e.g. the number of eggs produced)

• A **comparison of the actual output against a target** (e.g. 20 eggs a day)

• A **recommendation for action** to solve a problem
Summarizing information

At the end of each week (or month, or production period), the data can be summarized to:

- Make it easy to see trends
- Distribute profits
- Plan for the future
Using symbols instead of numbers: Examples

<table>
<thead>
<tr>
<th></th>
<th>![Symbol]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eggs produced</td>
<td>![Symbol]</td>
</tr>
<tr>
<td>Eggs broken</td>
<td>![Symbol]</td>
</tr>
<tr>
<td>Eggs consumed</td>
<td>![Symbol]</td>
</tr>
<tr>
<td>Eggs sold</td>
<td>![Symbol]</td>
</tr>
</tbody>
</table>
Self-evaluation

• The **purpose of self-evaluation** is to help the group to improve itself.

• **Use simple methods for evaluation**, which the members can do themselves, e.g. **asking a series of questions with four possible replies**. All members have to agree on the final answer.

• **Use a series of such questions to measure the group’s progress over time.**
Looking back and looking forward: Questions

- Is the group satisfied with the year’s activities?
- What went right and what went wrong?
- Do the members want to continue?
- How can they improve their work?
- How much have they earned?
- How much is needed for reinvestment?
- What should be done with the balance?
- What is the outlook for the next year: Should they repeat the activities they did this year; expand them; do something new?
Evaluating service providers

Service providers include:

• Input suppliers
• Financial services
• Traders
• Business partners
• The group promoter/field agent

The group has to decide if they are happy with the services that they have received from these service providers.
Module 4: Communication and networking
Module 4 describes how to help the group handle the relationships among its members and with outsiders. It covers the following content:

• Lesson 14: Conflict and negotiation
• Lesson 15: Communication
• Lesson 16: Helping groups grow
• Lesson 17: Second-order associations
Lesson 14:
Conflict and negotiation
Outcomes

After this lesson you will be able to:

• Describe why conflict within the group can be good.

• List the five steps in collaborative negotiation.

• Explain the difference between compromise and consensus.

• Suggest things to think of when negotiating with traders.
Lesson 14 covers the following content:

- Conflict can be good
- Types of conflict
- Resolving conflict
- Collaborative negotiation
- Basic patterns of facilitation
- Steps in successful negotiation
- Compromise and consensus
- Negotiating with traders
Conflict can be good

Conflict is **natural** and **inevitable**. It can also be good for the group, in that it gives the group more **options** to choose from – particularly if people are prepared to **voice** their **opinions**.
Conflict can be good (Continued)

The question is:

• Handle conflict so that it does **not harm the group dynamics**

• **Harness** it so that the whole group benefits from the conflict
Areas and causes of conflict

- Conflict can be **simple** (e.g. a disagreement over the price of a product) or **complicated** (e.g. disputes over land rights).
- Conflict can have a **long history** (e.g. a feud between neighbors) or come out of nowhere.
- Conflict can be **trivial** (e.g. an argument about the name of the group) or **important** (e.g. the focus area of the group).
- Conflict can involve **two or more parties** (individuals or groups with differing positions).
Types of conflict

• **Internal conflict:**
  Conflict among group members

• **External conflict:**
  Conflict between the group and other parties
Resolving conflict

If the chairperson cannot resolve the conflict, it may be necessary to bring in outsiders, for example:

- The facilitator or group promoter
- Traditional leaders
- Conflict resolution specialists
- Legal channels
Collaborative negotiation

• Collaborative negotiation aims at reaching agreement where everyone wins. All the parties:
  o Explain their interests
  o Propose satisfactory solutions
  o Are prepared to renounce some of their interests

• Communication plays a very important role.

• The negotiation process involves discussion(s) and reducing tension.

• In collaborative negotiations, all parties agree to make concessions.
Face-to-face facilitation

One of the parties facilitates negotiations between itself and the other parties.
Face-to-face facilitation: Options

Options for managing the face-to-face facilitation process include:

• **Rotational, one-on-one facilitation:**
  The facilitator negotiates with each party in turn.

• **Workshop**
  All parties negotiate together under the facilitator’s guidance.

• **Some combination of the above two options**
Impartial third-party facilitation

- The parties agree to allow a neutral facilitator to facilitate negotiations.
- This person may be an insider – a person known to the parties – or an outsider (i.e. person whom the parties do not know).
Five steps in successful collaborative negotiation

1. Analyze the situation
2. Set the rules: Issues; timelines, methods; negotiators
3. Explain the interests: Proposals; points of view of the problem; requirements
4. Bargain and reach agreement: Critical step that is often full of tension
5. Make a commitment and formalize the agreement
Compromise and consensus

• In a compromise, at least one of the parties has to forgo something. They end up feeling they are the losers.

• In a consensus, a solution is found that benefits all the parties. Everyone wins. This is the win-win solution where everyone gains and nobody loses.
Benefits of collaborative negotiation

• Using a collaborative approach to deal with conflicts can represent an opportunity to improve the group.
• Groups can become stronger when members on opposite sides communicate openly and try to understand one another’s viewpoints and interests.
• In this way, the group can reach a common agreement to conflict.
Negotiating with traders

Groups that market their produce have to negotiate with traders about:

• Prices
• Quantity and quality of produce
• Delivery dates
• Payment terms

Both traders and farmers use their own tricks to get the highest profit for themselves.

The two sides should trust each other and realize that they both should benefit from the relationship.
Negotiating with traders: Farmers’ tricks

• Putting the **best produce at the top of the bag** and the worst at the bottom
• **Adding stones or sand to sacks** to increase their weight
• **Mixing good-quality with inferior products**
• Agreeing on a price with one trader, then sell to someone else
• **Accepting credit** from a trader, then **refusing to repay the loan**
Ideas for farmers when negotiating with traders

• Get accurate, up-to-date information
• Maintain contacts with several traders
• Always have alternatives
• Be a reliable supplier
• Think long-term
• Sell as group in bulk
• Sell part first
• Find ways to boost value
• Look for win-win solutions with traders
• Build mutual trust between farmers and the trader
• Learn from your mistakes
Sales contracts

The sales contract specifies:

• Quantity quality, the price of the product
• Delivery dates, payment terms and other details

The contract should be signed by the group representative and the trader, as well as an independent witness.
Sales contracts (Continued)

There is no point in entering into contracts if:

• The trader is unreliable; or
• The contract cannot be legally enforced.

All contracts should have a force majeure clause, which frees the farmers from the contract obligations if there are factors out of their control.
Lesson 15: Communication
Outcomes

After this lesson you will be able to:

• Describe how to communicate in the group.
• Describe how to communicate with partner organizations (reporting, feedback).
• Describe how to lobby with government authorities.
Overview

Lesson 15 covers the following content:

• Good communication
• Audiences and messages for communication
• Communicating with outsiders and peers
• Internal communication
• Communication is two-way
• Meetings and records
• Demonstrations, cross-visits and open days
• Mobile phones and radio
• Computers and the Internet
• Photographs
Good communication

Good communication strengthens relations between group members.

Working together as equals in the group helps to build confidence and cooperation, which, in turn, makes the group successful.
Communication needs to be two way:

• Group leaders should discuss the group’s affairs with the members
• Members should discuss freely with their leaders.
Audiences for communication

- **Influential organizations:** Government; donors; supporters (e.g. international and national NGOs)
- **Financial services:** Banks; microfinance institutions
- **Business partners:** Potential and actual customers; traders; input suppliers
- **Peers:** Other farmers; community members
- **Internal audiences:** Officers and group members
## Different audiences, different messages

<table>
<thead>
<tr>
<th>Audience</th>
<th>Types of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influential persons:</td>
<td>Registration documents; constitution; list of members; minutes; annual evaluation</td>
</tr>
<tr>
<td>Financial services:</td>
<td>Financial reports; business plan; production and marketing reports</td>
</tr>
<tr>
<td>Business partners:</td>
<td>Production plans; contracts</td>
</tr>
<tr>
<td>Peers:</td>
<td>Activity plans; constitution; bylaws</td>
</tr>
<tr>
<td>Internal audiences:</td>
<td>Activity plans; monitoring information; skills training</td>
</tr>
</tbody>
</table>
## Communicating with outsiders

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>The chairperson and secretary</strong> provide the government and supporters the information they need.</td>
<td></td>
</tr>
<tr>
<td><strong>The marketing coordinator</strong> is responsible for negotiating with <strong>traders</strong>.</td>
<td></td>
</tr>
<tr>
<td><strong>The production coordinator</strong> handles negotiations with <strong>input suppliers</strong>.</td>
<td></td>
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</tbody>
</table>
Communicating with peers

Rural people are often very good at passing on information to each other, but when it comes to group activities, the communication must be conducted very systematically.
Communicating with peers (Continued)

Group members must be informed about:

• Date, place and time of meetings
• Expected production and harvesting dates

Some groups appoint a **messenger** to inform members about activities.
Communication is a two-way process

• Communication involves sharing information and learning by both parties.
• The group should try to learn about others’ needs and to explore new opportunities.
Meetings and records

Meetings:

• Enable the officers to learn from the members
• Explain issues and get their opinions
• Give everyone the opportunity to hear the news
• Express their views and contribute to decisions
Meetings and records (Continued)

Records should be open and transparent so that anyone can check on decisions and the status of the organization and its activities.
Demonstrations, cross-visits and open days

• Demonstrations, cross-visits and open days can be arranged for outsiders to see the results and progress of the group’s work. Such visits should be planned to coincide with particular stages of the production cycle, e.g. for crops: planting, flowering or harvest.

• Group members can volunteer to give demonstrations or informal presentations on a particular technique.

• Group members can go on cross-visits to other farmers’ groups, research institutions and markets.
Communicating via mobile phones

Mobile phones can be used in the following ways:

- Voice calls
- Text messages (SMS)
- Social media (Facebook and Twitter)
- Sending feedback to service providers
- Web-based services
- Money transfer
Radio

- Many radio stations broadcast programs that interest farmers, e.g. weather forecasts, market information and technical advice.
- In many countries, community radio stations broadcast programs that are locally relevant.
- Farmers’ groups can contact such radio stations to give them feedback on programs.
Computers and the Internet require:

- Equipment
- Software
- Skills: Computer literacy
- Services
- Supplies
- A safe place
- Money
- Infrastructure: Electricity; a phone line or mobile network, etc.
Photographs

Many **mobile phones have built-in cameras**, which makes it easy for members to take and share photographs and even video.

**Photos can be used for:**

- Important events
- Technical photos
- Training courses
- Fundraising
- Marketing
Lesson 16:
Helping groups grow
Outcomes

After this lesson you will be able to:

• Suggest ways that groups can grow, add activities and spread their risk.

• Describe some ways of measuring the group’s self-reliance.
Overview

Lesson 16 covers the following content:

• Self-reliance and sustainability
• Expanding and diversifying existing activities
• The feasibility study
• Adding activities and adding members
• Building confidence and self-esteem
• Measuring self-reliance
Self-reliance and sustainability

As the group matures, the members will:

• Learn how to work together efficiently
• Get better at planning, keeping records, managing money and selling products
• Gain benefits and earn bigger profits
Expanding and diversifying

Expanding or diversifying current activities may increase the group’s risk in the following ways:

- Selling the same product to different markets
- Diversifying into related products or activities
- Diversifying into new products and markets, using the expertise they have learned
The feasibility study

Before expanding to new areas, the group should do a feasibility study to investigate:

- Is there a market
- Does the group have enough time and resources?
- Do the tasks have to be divided?
- Can the group manage a bigger loan?
Adding activities

The group may want to consider the following possibilities:

• Savings and credit
• Marketing
• Natural resource management
• Innovation
• Focusing on other areas, e.g. building community infrastructure; securing land rights; supporting less-fortunate community members
Adding group members: Disadvantages of groups becoming too big

Disadvantages of group becoming too big:

• It becomes harder to coordinate the group.
• Members are more likely to have different interests’ so conflict becomes more likely.
• Existing members may think the newcomers are taking a free ride on their hard work and initiative.
Options for adding group members

The following are options if the group grows too big:

- **Split the group into two** and allow newcomers to join either group.
- **Start a completely new group for the newcomers**, while the old group acts as advisors and mentors to the new group.
- **Divide the original group into smaller units** of three or four members each.
- **Divide the group into smaller sub-groups** that work together in an association of groups or as a cooperative.
Building confidence and self-esteem

• Recognize group members’ knowledge and skills and the positive aspects of their group or enterprise
• Help them recognize weaker points, but be sensitive about discussing low achievement
• Emphasize that setbacks or failures should be seen as useful lessons that help the group avoid further failures
Measuring self-reliance

Use the following indicators to measure progress and self-reliance:

- Regularity of group meetings
- Level of member attendance
- Shared leadership and member participation in group decision-making
- Continuous growth in group savings
- High rates of loan repayment
- Increasing re-investment
- Group problem-solving
- Effective links with development services
Lesson 17:
Second-order associations
Outcomes

After this lesson you will be able to:

• Explain the advantages of networking with other farmers’ groups (lobbying, exchange of information, gaining new skills, identifying new opportunities).

• Explain how a second-order association works.
Overview

Lesson 17 covers the following content:

- Several groups, common goals
- Promoting cooperation among groups
- Forming a second-order association
- Decision-making committees of a second-order association
- The general assembly of members
- The executive and management committee
- Constitution and records
- Paying for association activities
- Farmer cooperatives
- Third-order associations
Several groups, common goals

Groups with common interest may:

• Be working on the **same issue** (e.g. controlling erosion).
• They **may be producing and marketing the same commodity** (e.g. maize or fish).
• **Have an interest in the same resource** (e.g. an area of grazing land).
• **Sell their output to another group** that processes it.

Even if they are working on different commodities in different areas, the groups may still face similar problems, e.g. bad roads, poor market infrastructure.
Promoting cooperation among groups

Encourage groups to:

• Exchange ideas or products
• Solve problems
• Coordinate activities
• Get outside support
Forming a second-order association

A second-order association:

• Is more powerful than single groups
• Can bring together the capital and resources needed to build facilities
A second-order association:

• Has more bargaining power with traders and input suppliers
• Is an attractive partner for government and development agencies
The general assembly of members

The general assembly should:

- Be made up of all the members of the groups that belong to the association
- Be the main decision-making body
- Meet once or twice a year to decide on important matters, e.g. new activities and changes to the rules or constitution
The executive committee

• Consists of one or more representatives from each of the member groups.

• Should meet every one to two months to review the association’s performance.

• The representatives from each group relay information and decisions between their groups and the association.
The management committee: Structure

• The Committee has a chairperson, secretary and treasurer, who represent and manage the association on a day-to-day basis.

• It may also be necessary to have a vice-chair and sometimes a volunteer or a paid “manager” to assist them.

• If needed, additional sub-committees can be added, e.g. an education or a marketing sub-committee.
Management committee: Reporting structure

The management committee should report regularly on its activities and transactions to:

• The executive committee
• All member groups.

The committee must:

• Conduct its affairs in a transparent manner
• Maintain the trust of its member groups
The association should have its own:

- Constitution
- Bylaws
- Record-keeping procedures
Size of second-order associations

• Associations whose member groups are within easy walking distance of each other do better than groups spread over a wide area.

• Small second-order associations, with a few member groups (e.g. 3–10 groups), are recommended.
Size of second-order associations (Continued)

Large distances between groups:

• Make communication between groups more difficult

• Discourage members from taking part in decision-making.
Paying for association services

Associations need income to:

• Grow
• Serve the interests of their members

Money is needed to pay the running costs, for example:

○ Pens
○ Record books
○ An emergency fund
The money for paying for association services can come from:

- Group contributions
- Fees for services to members
- Profits from association activities
Farmer cooperatives offer their members:

- Access to new technologies, veterinary services and basic inputs at lower market costs
- Extension service support for production
- Financial support for loans and profitability analysis
- Storage and crop conditioning facilities
- Market information and support
- Access to loans, insurance and warehouse receipt options
- Support for certification
Several cooperatives may be organized into unions:

• Farmers’ groups
  (20–30 members)

• Cooperatives
  (10–30 farmer groups)

• Cooperative unions
  (4–5 cooperatives)
Module summary

In this module, you have learned:

• Analyzing problems, identifying solutions and developing action plans
• Implementing the action plan and overcoming problems
• Ways of monitoring group activities and progress
• Managing conflict by means of collaborative negotiation
• Communication within the group and with partner organizations
• Networking with other farmers’ groups